

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<b>General Outcome 1</b> <b>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>	
1. 1 Discover and explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> <li>• compare new ideas, information and experiences to prior knowledge and experiences</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82, 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 19, 20, 21, 24 -26, 36 – 38, 40, 42            Evaluating pages 15, 19, 20, 22, 25 – 27, 30, 34, 38, 51            Inferring pages 26, 27, 31, 35, 36, 41, 42, 49, 53, 55            Making Connections pages 14 – 19, 21 -24, 32 -34            Predicting pages 18, 22, 23, 27, 29, 30, 35            Self- Monitoring pages 17 – 19, 22, 28, 35            Sequencing pages 16, 17, 23, 24, 33, 34            Synthesizing pages 13, 27, 39, 43, 44, 46</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 7, 23, 25            Sounds Like Music pages 7, 10            Kids Can Do It! page 9            Earth Rescue pages 6, 10</p>
<ul style="list-style-type: none"> <li>• ask questions, paraphrase and discuss to explore ideas and understand new concepts</li> </ul>	<p><u>Program Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42</p>

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Express ideas and develop understanding	
(continued) <ul style="list-style-type: none"> <li>ask questions, paraphrase and discuss to explore ideas and understand new concepts</li> </ul>	Evaluating pages 34, 51 Making Connections page 19 Predicting page 30  <u>Book Club Units:</u> Ready Set Adventure! pages 23, 25 Kids Can Do It! page 9
<ul style="list-style-type: none"> <li>share personal responses to explore and develop understanding of oral, print and other media texts</li> </ul>	<u>Program Planning Guide</u> pages 156, 165, 167  <u>Literacy Support Guide</u> pages 224, 226, 227  <u>Guided Reading:</u> Little Li and the Golden Kites page 3 Science Fair page 8 Puppy in Training page 3 A Dusty Life page 8 Spell It and Mean It! page 4 The Zarg Rule page 7 The Arctic Tundra pages 7, 8 Our Class Podcast pages 7, 8 Pocketful of Fur page 8 Catch That Stomach! page 7 The Penguin Book page 7 What Happens After You Flush? page 4 Rocks on the Move page 7 You Do What for a Living page 3 Get Up and Go! page 4 Glaciers Rivers of Ice page 8 Serf's Up page 8 Canadian Owl Guide page 7 Making the Game page 8 Trickster Tales page 8 Discover Mongolia page 8 Geocaching page 4 The Dragon Lords page 7 Picture It page 8

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Express ideas and develop understanding	
(continued) <ul style="list-style-type: none"> <li>• share personal responses to explore and develop understanding of oral, print and other media texts</li> </ul>	<u>Strategy Units:</u> Analyzing page 31 Evaluating pages 28, 41 Inferring page 28 Making Connections pages 19, 28, 35 Predicting page 24 Self-Monitoring page 37 Synthesizing page 27  <u>Book Club Unit:</u> Kids Can Do It! pages 7 - 10
<ul style="list-style-type: none"> <li>• discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts</li> </ul>	<u>Program Planning Guide</u> pages 63, 79  <u>Guided Reading:</u> Raps X 3 pages 2, 7 Kahukura and the Net page 2 Maple Syrup - With Bells On! page 2 The Game of Mancala page 2 Puppy in Training page 3 A Dusty Life page 4 Pocketful of Fur pages 3, 6 Trickster Tales page 6 Discover Mongolia page 7  <u>Strategy Units</u> Inferring pages 26, 31, 36, 42, 49 Making Connections pages 16, 18, 22, 24, 33
Express preferences	
<ul style="list-style-type: none"> <li>• select preferred forms from a variety of oral, print and other media texts</li> </ul>	<u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79, 179 – 183  <u>Literacy Support Guide</u> page 27  <u>Guided Reading:</u> Spell It and Mean It! pages 3, 4 You Do What for a Living? pages 2, 3 Canadian Owl Guide pages 5, 6 Kids in Canada pages 2, 3, 5, 7, 8 Trickster Tales pages 3 – 8 Picture It pages 2, 5, 8

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Express preferences	
(continued) <ul style="list-style-type: none"> <li>select preferred forms from a variety of oral, print and other media texts</li> </ul>	<u>Strategy Units:</u> Analyzing pages 18, 26, 27 Evaluating pages 15 – 22, 24 – 27, 30 – 32, 38 - 41 Inferring pages 17 – 20, 22, 24 – 26, 31, 36, 42, 49, 56, 57 Making Connections pages 18, 24, 34 Predicting pages 18 – 20, 23, 29, 37 Synthesizing pages 31, 34, 46 - 48  <u>Book Club Unit:</u> Earth Rescue pages 7, 10
Set Goals	
<ul style="list-style-type: none"> <li>identify areas of personal accomplishment and areas for enhancement in language learning and use</li> </ul>	<u>Program Planning Guide</u> page 102  <u>Literacy Support Guide</u> pages 5, 15, 167  <u>Strategy Units:</u> Analyzing page 25 Inferring pages 26, 49 Predicting pages 26, 28, 36, 38 Self-Monitoring pages 25, 30, 34, 36 Sequencing pages 23, 25, 34 Synthesizing pages 26, 31  <u>Book Club Units:</u> Ready, Set, Adventure! page 15 Sounds Like Music pages 9, 10, 13
1.2 Clarify and Extend	
Consider others' ideas	
<ul style="list-style-type: none"> <li>identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts</li> </ul>	<u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79  <u>Guided Reading:</u> Spell It and Mean It! page 2 Making the Game page 7 Kids in Canada pages 2, 4, 6 Discover Mongolia pages 6, 7 Picture It page 4

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Combine ideas	
<ul style="list-style-type: none"> <li>• use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences</li> </ul>	<p><u>Literacy Support Guide</u> pages 5, 167, 271</p> <p><u>Strategy Units:</u>            Inferring pages 26, 49            Predicting pages 28, 38            Self-Monitoring page 25            Sequencing pages 23, 25, 34            Synthesizing pages 26, 31</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! page 15            Sounds Like Music pages 9, 10, 13</p>
Extend understanding	
<ul style="list-style-type: none"> <li>• ask questions to find additional ideas and information to extend understanding</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Guided Reading:</u>            Raps X 3 pages 2, 6, 7            Clever Manka page 3            Maple Syrup – With Bells On! pages 2, 5, 7            Science Fair pages 2, 6, 7            Puppy in Training pages 2, 3            A Dusty Life pages 2 – 7            Spell It and Mean It! page 2            The Arctic Tundra page 7            Our Class Podcast pages 2, 5            Pocketful of Fur pages 2 - 6, 8            The Penguin Book pages 2, 7            You Do What for a Living? page 2            Get Up and Go! pages 2, 4            Canadian Owl Guide pages 2, 4, 8            Making the Game pages 2 – 8            Kids in Canada page 8            Trickster Tales pages 2, 6            Discover Mongolia pages 2, 7            Geocaching page 2            The Dragon Lords page 2            Picture It pages 2, 8</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
Extend understanding	
(continued) • ask questions to find additional ideas and information to extend understanding	<u>Strategy Units:</u> Analyzing pages 19, 24 -26, 36 – 38, 40 Evaluating pages 15, 19, 20, 22, 25 – 27, 30, 38 Inferring pages 26, 27, 31, 35, 36, 41, 42, 49, 53, 55 Making Connections pages 14 – 18, 21 -24, 32 -34 Predicting pages 18, 22, 23, 27, 29, 35 Self- Monitoring pages 17 – 19, 22, 28, 35 Sequencing pages 16, 17, 23, 24, 33, 34 Synthesizing pages 13, 27, 39, 43, 44, 46  <u>Book Club Units:</u> Ready, Set, Adventure! page 7 Sounds Like Music pages 7, 10 Kids Can Do It! page 9 Earth Rescue pages 6, 10

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
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.	
2.1 Use Strategies and Cues	
Use prior knowledge	
<ul style="list-style-type: none"> <li>• use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information</li> </ul>	<p><u>Program and Planning Guide</u> pages 33 – 38, 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u>            Raps X 3 page 5            Science Fair page 6            The Zarg Rule page 4</p> <p><u>Strategy Units:</u>            Analyzing pages 14 – 16, 18 – 20, 24, 27, 31, 36, 40            Evaluating pages 18, 23, 27, 30, 31, 41            Inferring pages 16, 18, 21, 26, 48, 53            Making Connections pages 18, 21, 32            Predicting pages 15, 16, 23, 27 – 29, 31, 35, 38            Self- Monitoring pages 15, 16, 18, 19, 22, 25, 33            Sequencing pages 18, 33            Synthesizing pages 2, 3, 5, 7, 14, 16, 21, 26, 30, 34, 39, 43, 46, 47</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 6 – 9, 13            Sounds Like Music pages 6 – 9, 13, 15            Kids Can Do It! pages 6 – 12, 14, 16, 26, 28            Earth Rescue pages 6, 8 – 12, 17</p>

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Use prior knowledge	
<ul style="list-style-type: none"> <li>• explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 61 - 63, 77, 78, 80</p> <p><u>Literacy Support Guide</u> pages 160 – 163, 167</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 2            Raps X 3 page 6            Kahukura page 2            Maple Syrup- With Bells On! pages 2, 3            The Game of Mancala page 2            Science Fair pages 2, 6            A Dusty Life page 3            The Arctic Tundra pages 2 - 7            Our Class Podcast page 2            Pocketful of Fur page 5            Catch That Stomach! page 4            The Penguin Book pages 2, 3            What Happens After You Flush? page 3            Rocks on the Move pages 2 - 7            Glaciers Rivers of Ice pages 2, 5, 6, 8            Canadian Owl Guide pages 3 – 5, 7            Making the Game page 4            Kids in Canada pages 2, 4, 7, 8            Discover Mongolia pages 2, 5            Geocaching page 2            Picture It page 2</p> <p><u>Strategy Units:</u>            Analyzing pages 14 – 19, 24, 27, 28, 36 – 40            Evaluating pages 15, 16, 19, 20, 30, 35, 40, 41, 48, 49, 53 - 56            Inferring pages 30, 53            Making Connections page 14, 21, 23, 34            Predicting pages 14, 15, 17, 18, 23, 28, 29, 37 - 39            Self-Monitoring pages 17, 18, 22, 32, 36            Sequencing pages 15, 18, 23 – 25            Synthesizing pages 14 – 16, 18, 19, 22 – 24, 26, 30, 31, 34, 35, 39, 40, 43, 44, 46 - 49</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Use prior knowledge	
(continued) <ul style="list-style-type: none"> <li>• explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning</li> </ul>	<u>Book Club Units:</u> Ready, Set, Adventure! pages 6, 7, 9 - 11 Sounds Like Music pages 7, 10, 11 Kids Can Do It! pages 8 - 10 Earth Rescue pages 6, 7, 12, 19
Use comprehension strategies	
<ul style="list-style-type: none"> <li>• preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate</li> </ul>	<u>Program and Planning Guide</u> pages 61, 75, 78, 81, 83  <u>Literacy Support Guide</u> pages 121, 267, 349 – 360  <u>Guided Reading:</u> Raps X 3 page 8 The Arctic Tundra page 8 Serf’s Up page 8 Canadian Owl Guide page 8 Picture It page 8  <u>Strategy Units:</u> Analyzing pages 25, 27, 37, 41 Evaluating pages 30, 32, 38, 41 Inferring pages 30, 31, 35, 36, 41, 42, 48, 49, 53, 58 Making Connections pages 21, 25, 32, 34 Predicting pages 27, 29, 35, 39, 40 Self-Monitoring page 36 Sequencing pages 26, 35 Synthesizing pages 30, 31, 34, 35, 39, 40, 46, 49  <u>Book Club Units:</u> Ready, Set, Adventure! page 16 Sounds Like Music page 18 Kids Can Do It! page 30 Earth Rescue pages 20
<ul style="list-style-type: none"> <li>• comprehend new ideas and information by responding personally and discussing ideas</li> </ul>	<u>Program and Planning Guide</u> pages 60 - 140  All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Books All Book Club Units

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Use comprehension strategies	
<ul style="list-style-type: none"> <li>• extend sight vocabulary to include words frequently used in other subject areas</li> </ul>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 307 -362</p> <p><u>Strategy Units:</u>            Analyzing pages 28 – 30, 41            Evaluating pages 33, 34, 41            Inferring pages 31, 32, 37, 38, 43, 58            Making Connections page 25            Self-Monitoring page 37            Sequencing page 26            Synthesizing pages 35, 49, 50, 51</p>
<ul style="list-style-type: none"> <li>• monitor understanding by confirming or revising inferences and predictions based on information in text</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 64, 79</p> <p><u>Literacy Support Guide</u> pages 44, 45, 54</p> <p><u>Guided Reading:</u>            Raps X 3 pages 6, 7            Clever Manka page 3            Kahukura and the Net page 7            Maple Syrup – With Bells On! pages 4 - 6 5            Science Fair pages 2, 4            Spell It and Mean It! pages 2, 4            Catch That Stomach! pages 2 – 7            Glaciers Rivers of Ice pages 2 – 8            Serf’s Up pages 3, 7            Discover Mongolia pages 2 – 5, 8            Geocaching pages 2 – 4            The Dragon Lords pages 3, 5 - 7</p> <p><u>Strategy Units:</u>            Analyzing pages 25, 26            Evaluating pages 16, 19, 20, 22, 24 – 26            Inferring pages 14 – 27, 30, 31, 35, 36, 41, 42, 48, 49, 53 -56            Making Connections pages 14 – 17, 21 – 24, 32            Predicting pages 16, 17, 21, 23, 36 - 38            Self- Monitoring pages 15, 22, 33            Sequencing pages 15, 16, 22, 24            Synthesizing pages 13, 15, 16, 18 – 26, 30, 31, 34, 39, 40, 43, 46, 48</p>

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Use comprehension strategies	
(continued) • monitor understanding by confirming or revising inferences and predictions based on information in text	<u>Book Club Units:</u> Ready, Set, Adventure! pages 6, 7 Sounds Like Music page 7 Kids Can Do It! page 7 Earth Rescue pages 6, 10
• read silently with increasing confidence and accuracy	<u>Reading Guide:</u> pages 6, 14, 65 – 76, 81 – 85, 92 -101, 120 – 128, 165 – 167, 170 – 177  All Guided Reading Books
• monitor and confirm meaning by reading when necessary, and by applying knowledge of pragmatic, semantic, syntactic, and graphophonic cueing systems	<u>Working With Words Guide:</u> pages 10 – 14, 20, 41 – 132, 134 - 136  <u>Guided Reading:</u> A Fine Day on the Lake page 3 The False Alarm pages 3, 5 Dr. Bufflehead Explores Dirt page 2 East Coast Boats: The Busy Halifax Harbour pages 2, 4, 6, 7 Hare and Turtle: Two Pourquoi Tales pages 4, 6 Make Electrostatic Slime pages 2, 3 The New Calf page 4 Bicycle Owner’s Manual pages 5, 6 Creature Cleaning pages 2, 6, 7 Felicity Discovers Electricity page 6 See the Sea Few Ever See! page 2 Swimming Lessons page 2 Building a Skyscraper page 4 Caring for a Pet Dragon pages 5, 7 Hungry Plants pages 2 – 6 Look Inside: Airplane pages 2 – 6 Lost in the Museum pages 2, 4, 5
Use textual cues	
• use text features such as headings, paragraphs, subheadings and margin organizers, to enhance understanding of ideas and information	<u>Program and Planning Guide</u> pages 65, 82  <u>Literacy Support Guide</u> pages 161 – 163, 167  <u>Guided Reading:</u> Clever Manka page 2 Maple Syrup- With Bells On! pages 2, 3 The Game of Mancala page 2

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Use textual cues	
<p>(continued)</p> <ul style="list-style-type: none"> <li>• use text features such as headings, paragraphs, subheadings and margin organizers, to enhance understanding of ideas and information</li> </ul>	<p>Puppy in Training page 2            The Arctic Tundra page 2            Our Class Podcast page 2            The Penguin Book pages 2, 3            Rocks on the Move page 4            Glaciers Rivers of Ice page 6            Kids in Canada page 2            Discover Mongolia page 5            Geocaching page 2            Picture It page 2</p> <p><u>Strategy Units:</u>            Analyzing pages 14, 24            Evaluating page 38            Inferring page 15            Making Connections page 23            Predicting page 15            Sequencing pages 25, 34</p>
<ul style="list-style-type: none"> <li>• distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information</li> </ul>	<p><u>Guided Reading</u>            Raps X 3 page 2            A Dusty Life pages 6, 7            The Arctic Tundra page 7            Get Up and Go! page 2            Canadian Owl Guide page 4            Picture It page 2</p>
Use phonics and structure analysis	
<ul style="list-style-type: none"> <li>• identify and know the meaning of some frequently used prefixes and suffixes</li> </ul>	<p><u>Literacy Support Guide</u> pages 145, 257, 344, 346, 361, 362, 369 – 372</p> <p><u>Guided Reading:</u>            Glaciers Rivers of Ice pages 3            Kids in Canada page 2</p> <p><u>Strategy Unit:</u>            Evaluating page 31</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! page 20            Earth Rescue page 21</p>

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Use phonics and structure analysis	
<ul style="list-style-type: none"> <li>• apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context</li> </ul>	<p><u>Literacy Support Guide</u> pages 164, 257, 282, 283, 286, 294, 331, 342, 345 - 347, 373, 374, 378</p> <p><u>Guided Reading:</u>            Clever Manka page 2            The Zarg Rule pages 2, 4            Our Class Podcast page 3            Pocketful of Fur pages 2, 6            Rocks on the Move pages 2, 7            Trickster Tales page 6</p> <p><u>Strategy Units:</u>            Analyzing pages 28, 29            Evaluating pages 31 – 33            Inferring pages 32, 33, 37, 38            Making Connections pages 245, 26, 34            Predicting page 30            Self- Monitoring page 18            Sequencing pages 26, 35            Synthesizing pages 50, 51</p> <p><u>Book Club Units:</u>            Sounds Like Music page 13            Earth Rescue pages 20, 21</p>
<ul style="list-style-type: none"> <li>• integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context</li> </ul>	<p><u>Program and Planning Guide</u> pages 77, 81, 84</p> <p><u>Literacy Support Guide</u> pages 29, 195, 307 – 312, 332 – 348, 363 – 365</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 4            Kahukura page 6            The Game of Mancala page 2            A Dusty Life page 6            Spell It and Mean It! page 2            The Arctic Tundra page 2            Pocketful of Fur page 2            What Happens After You Flush? page 3            Rocks on the Move pages 2, 5            Glaciers Rivers of Ice pages 3, 4, 6            Serf's Up page 2</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Use phonics and structure analysis	
(continued) • integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context	Kids in Canada page 2 Trickster Tales page 6 Picture It page 4  <u>Strategy Units:</u> Inferring pages 29 - 31, 41, 58 Evaluating pages 31, 32, 33, 34, 41 Inferring pages 32, 42 - 44 Making Connections pages 24 – 27 Predicting page 30 Self-Monitoring pages 19, 25, 26, 28, 30, 31, 34, 35 Sequencing pages 26 - 30 Synthesizing pages 31, 35, 49 – 51  <u>Book Club Units:</u> Ready, Set, Adventure! pages 18 - 20 Sounds Like Music page 19 Kids Can Do It! pages 30 - 35 Earth Rescue pages 20, 21, 24
Use references	
• use alphabetical order by first and second letter to locate information in reference materials	<u>Literacy Support Guide</u> pages 25, 34, 288, 289, 304  <u>Strategy Units:</u> Inferring page 30 Predicting page 36 Self-Monitoring page 25 Sequencing page 22
• use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<u>Literacy Support Guide</u> pages 287, 288, 361  <u>Guided Reading:</u> Our Class Podcast page 3 Get Up and Go! pages 2, 4 Serf's Up page 2 Canadian Owl Guide page 5 The Dragon Lords page 8  <u>Strategy Units:</u> Analyzing page 55 Making Connections page 48 Predicting page 24 Synthesizing page 62

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Use references	
(continued) <ul style="list-style-type: none"> <li>• use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li> </ul>	<u>Book Club Units:</u> Read, Set, Adventure! page 26
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> <li>• experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs</li> </ul>	<u>Program and Planning Guide</u> pages 60 - 140  All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Books All Book Club Units
<ul style="list-style-type: none"> <li>• identify and discuss favourite authors, topics and kinds of oral, print and other media texts</li> </ul>	<u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79, 179 – 183  <u>Literacy Support Guide</u> page 27  <u>Guided Reading:</u> Spell It and Mean It! pages 3, 4 You Do What for a Living? pages 2, 3 Canadian Owl Guide pages 5, 6 Kids in Canada pages 2, 3, 5, 7, 8 Trickster Tales pages 3 – 8 Picture It pages 2, 5, 8  <u>Strategy Units:</u> Analyzing pages 18, 26, 27 Evaluating pages 15 – 22, 24 – 27, 30 – 32, 38 - 41 Inferring pages 17 – 20, 22 – 26, 31, 36, 42, 49, 56, 57 Making Connections pages 18, 24, 34 Predicting pages 18 – 20, 23, 29, 37 Synthesizing pages 31, 34, 46 – 48

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Experience various texts	
(continued) <ul style="list-style-type: none"> <li>• identify and discuss favourite authors, topics and kinds of oral, print and other media texts</li> </ul>	<u>Book Club Units:</u> Earth Rescue pages 7, 10
<ul style="list-style-type: none"> <li>• discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker</li> </ul>	<u>Strategy Units:</u> Analyzing page 21 Sequencing page 19 Synthesizing page 28
<ul style="list-style-type: none"> <li>• retell events of stories in another form or medium</li> </ul>	<u>Program and Planning Guide</u> pages 63, 67, 78, 83  <u>Literacy Support Guide</u> pages 8, 13, 15, 26, 48, 57, 69, 70, 107, 115, 117, 182, 184, 186, 188  <u>Guided Reading:</u> Kahukura and the Net page 5 The Game of Mancala page 4 Puppy in Training page 3 The Zarg Rule page 7 Our Class Podcast page 7 What Happens After You Flush? page 4 Serf's Up page 8 Picture It page 8  <u>Strategy Units:</u> Analyzing page 31 Making Connections page 35 Sequencing pages 18, 31, 35  <u>Book Club Units:</u> Kids Can Do It! pages 7 – 10, 12 – 16, 50

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Experience various texts	
<ul style="list-style-type: none"> <li>• make general evaluative statements about oral, print and other media texts</li> </ul>	<p><u>Program Planning Guide</u> page 102</p> <p><u>Literacy Support Guide</u> pages 5, 15, 167</p> <p><u>Strategy Units:</u>            Analyzing page 25            Inferring pages 26, 49            Predicting pages 26, 28, 36, 38            Self-Monitoring pages 25, 30, 34, 36            Sequencing pages 23, 25, 34            Synthesizing pages 26, 31</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! page 15            Sounds Like Music pages 9, 10, 13</p>
Construct meaning form texts	
<ul style="list-style-type: none"> <li>• connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Strategy Units:</u>            Analyzing pages 19, 24 -26, 36 – 38, 40            Evaluating pages 15, 19, 20, 22, 25 – 27, 30, 38            Inferring pages 26, 27, 31, 35, 36, 41, 42, 49, 53, 55            Making Connections pages 14 – 18, 21 -24, 32 -34            Predicting pages 18, 22, 23, 27, 29, 35            Self- Monitoring pages 17 – 19, 22, 28, 35            Sequencing pages 16, 17, 23, 24, 33, 34            Synthesizing pages 13, 27, 39, 43, 44, 46</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! page 7            Sounds Like Music pages 7, 10            Kids Can Do It! page 9            Earth Rescue pages 6, 10</p>
<ul style="list-style-type: none"> <li>• identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 63, 78</p> <p><u>Guided Reading:</u>            The Arctic Tundra pages 2 – 7            Rocks on the Move pages 3 – 7            Glaciers Rivers of Ice pages 5, 8            Canadian Owl Guide pages 3 , 4, 7            Kids in Canada pages 4, 7, 8</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Construct meaning from texts	
<p>(continued)</p> <ul style="list-style-type: none"> <li>• identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events</li> </ul>	<p><u>Strategy Units:</u>            Analyzing pages 14 – 19, 24 28, 36 – 40            Evaluating pages 26, 32, 38 - 41            Inferring pages 15, 16, 19, 20, 35, 41, 48, 49, 53 - 56            Making Connections pages 14, 21, 23, 34            Predicting pages 17, 18, 23, 28, 29, 37 - 39            Self- Monitoring pages 18, 32, 36            Sequencing pages 15, 18, 23            Synthesizing pages 14 – 16, 18, 19, 22 – 24, 26, 30, 31, 35, 39, 40, 43, 44, 46 - 49</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 6, 7, 9            Sounds Like Music pages 7, 10            Kids Can Do It! pages 8 - 10            Earth Rescue pages 6, 7</p>
<ul style="list-style-type: none"> <li>• compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 27</p> <p><u>Guided Reading:</u>            Discover Mongolia pages 2 – 4, 6</p> <p><u>Strategy Units:</u>            Synthesizing page 46</p>
<ul style="list-style-type: none"> <li>• develop own opinions based on ideas encountered in oral, print and other media texts</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 27</p> <p><u>Guided Reading:</u>            You Do What for a Living? page 2</p> <p><u>Strategy Units:</u>            Synthesizing pages 46 - 48</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Appreciate the artistry of texts	
<ul style="list-style-type: none"> <li>• explain how onomatopoeia and alliteration are used to create mental images</li> </ul>	<p><u>Literacy Support Guide</u> pages 10, 15, 20, 31, 34, 35, 122, 140, 372</p> <p><u>Guided Reading:</u> Kahukura and the Net page 5 The Dragon Lords page 8</p> <p><u>Strategy Units:</u> Analyzing page 41 Synthesizing pages 18, 27, 35, 36</p>
<ul style="list-style-type: none"> <li>• explain how language and visuals work together to communicate meaning and enhance effect</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 27</p> <p><u>Guided Reading:</u> The Game of Mancala page 2 What Happens After You Flush? page 4 You Do What for a Living? page 2 Get Up and Go! page 2 Discover Mongolia pages 2 – 4, 6 Picture It page 5</p> <p><u>Strategy Units:</u> Synthesizing page 46 – 49</p>
2.3 Understand Forms, Elements and Techniques	
Understand forms and genres	
<ul style="list-style-type: none"> <li>• describe and compare the main characteristics of a variety of oral, print and other media texts</li> </ul>	<p><u>Program and Planning Guide</u> pages 61, 62, 77, 80</p> <p><u>Literacy Support Guide</u> pages 160 – 163, 167</p> <p><u>Guided Reading:</u> Little Li and the Golden Kites page 2 Raps X 3 page 6 Kahukura page 2 Maple Syrup- With Bells On! pages 2, 3 The Game of Mancala page 2 Science Fair pages 2, 6 A Dusty Life page 3 The Arctic Tundra page 2 Our Class Podcast page 2 Pocketful of Fur page 5 Catch That Stomach! page 4</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Understand forms and genres	
<p>(continued)</p> <ul style="list-style-type: none"> <li>describe and compare the main characteristics of a variety of oral, print and other media texts</li> </ul>	<p>The Penguin Book pages 2, 3            What Happens After You Flush? page 3            Rocks on the Move page 2            Glaciers Rivers of Ice pages 2, 6            Canadian Owl Guide page 5            Making the Game page 4            Kids in Canada page 2            Discover Mongolia pages 2, 5            Geocaching page 2            Picture It page 2</p> <p><u>Strategy Units:</u>            Analyzing pages 27, 37, 38, 40            Evaluating pages 30, 40            Inferring pages 30, 53            Making Connections page 33            Predicting pages 14, 15, 17            Self-Monitoring pages 17, 22            Sequencing pages 23 – 25            Synthesizing pages 30, 31, 34, 39, 46</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 9 – 11            Sounds Like Music page 11            Earth Rescue pages 12, 19</p>
<ul style="list-style-type: none"> <li>identify various ways that information can be recorded and presented visually</li> </ul>	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 151</p> <p><u>Literacy Support Guide</u> pages 225, 226, 241, 244, 249, 250</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 8            Clever Manka page 3            Kahukura and the Net page 6            The Game of Mancala page 4            A Dusty Life page 7            The Zarg Rule page 6            Our Class Podcast page 7            Pocketful of Fur page 8            You Do What for a Living? page 3            Glaciers Rivers of Ice page 8</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Understand forms and genres	
(continued) • identify various ways that information can be recorded and presented visually	Serf's Up page 8 Canadian Owl Guide page 7 Trickster Tales page 8 Discover Mongolia page 8 The Dragon Lords page 8 Picture It page 8  <u>Strategy Units:</u> Analyzing pages 20, 30, 42, 52 - 58 Evaluating pages 28, 34, 35, 41, 45 - 57 Inferring pages 28, 38, 59, 68 - 72 Making Connections pages 19, 28, 35, 44 - 52 Predicting pages 24, 30, 42, 51 - 57 Self-Monitoring pages 20, 37, 45 - 52 Sequencing pages 59 – 65  <u>Book Club Units:</u> Ready, Set, Adventure! pages 21 - 27
Understand techniques and elements	
• identify and explain connections among events, setting and main characters in oral, print and other media texts	Program and Planning Guide pages 59, 63, 78  <u>Guided Reading:</u> The Arctic Tundra pages 2 – 7 Rocks on the Move pages 3 – 7 Glaciers Rivers of Ice pages 5, 8 Canadian Owl Guide pages 3 , 4, 7 Kids in Canada pages 4, 7, 8  <u>Strategy Units:</u> Analyzing pages 14 – 19, 24 28, 36 – 40 Evaluating pages 26, 32, 38 - 41 Inferring pages 15, 16, 19, 20, 35, 41, 48, 49, 53 - 56 Making Connections pages 14, 21, 23, 34 Predicting pages 17, 18, 23, 28, 29, 37 - 39 Self- Monitoring pages 18, 32, 36 Sequencing pages 15, 18, 23 Synthesizing pages 14 – 16, 18, 19, 22 – 24, 26, 30, 31, 35, 39, 40, 43, 44, 46 - 49  <u>Book Club Units:</u> Ready, Set, Adventure! pages 6, 7, 9 Sounds Like Music pages 7, 10

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Understand techniques and elements	
(continued) <ul style="list-style-type: none"> <li>• identify and explain connections among events, setting and main characters in oral, print and other media texts</li> </ul>	Kids Can Do It! pages 8 - 10 Earth Rescue pages 6, 7
<ul style="list-style-type: none"> <li>• identify the speaker or narrator of oral, print or other media texts</li> </ul>	<u>Program and Planning Guide</u> pages 179 – 183  <u>Literacy Support Guide</u> page 27  <u>Guided Reading:</u> Discover Mongolia page 6 Picture It page 5  <u>Strategy Units:</u> Synthesizing pages 47 - 49
<ul style="list-style-type: none"> <li>• identify how specific techniques are used to affect viewers’ perceptions in media texts</li> </ul>	<u>Program and Planning Guide</u> pages 179 – 183  <u>Literacy Support Guide</u> page 27  <u>Guided Reading:</u> The Game of Mancala pages 2, 3 What Happens After You Flush? page 2 Get Up and Go! page 2 Canadian Owl Guide page 4 Discover Mongolia page 6 Picture It page 4  <u>Strategy Unit:</u> Synthesizing pages 46, 48
Experiment with language	
<ul style="list-style-type: none"> <li>• recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning</li> </ul>	<u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79  <u>Guided Reading:</u> Spell It and Mean It! page 2 Making the Game page 7 Kids in Canada pages 2, 4, 6 Discover Mongolia pages 6, 7 Picture It page 4

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
2.4 Create Original Text	
Generate Ideas	
<ul style="list-style-type: none"> <li>• use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts</li> </ul>	<p><u>Program and Planning Guide</u> pages 66, 83, 102, 122, 123, 129</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 7            Clever Manka page 3            Kahukura and the Net pages 5 - 7            Maple Syrup – With Bells On! pages 4, 6            The Game of Mancala pages 3, 4            Science Fair pages 3, 5, 7, 8            Puppy in Training pages 3, 4            A Dusty Life pages 4, 5, 7            Spell It and Mean It! pages 3, 4            The Zarg Rule pages 3, 4, 6 - 8            The Arctic Tundra pages 3, 5 - 8            Our Class Podcast pages 4, 7, 8            Pocketful of Fur pages 3 - 8            Catch That Stomach! pages 3, 4, 6 - 8            The Penguin Book pages 4, 6 - 8            What Happens After You Flush? page 4            Rocks on the Move pages 4, 6 - 8            You Do What for a Living? pages 3, 4            Get Up and Go! pages 3, 4            Glaciers Rivers of Ice pages 4, 5, 7, 8            Serf's Up pages 3, 4, 7, 8            Canadian Owl Guide pages 4, 6 - 8            Making the Game pages 3 – 5, 7, 8            Kids in Canada pages 3, 5 - 7            Trickster Tales pages 3, 4, 6 – 8            Discover Mongolia page 4            Geocaching pages 3, 4            The Dragon Lords pages 3, 8            Picture It pages 3, 5 – 7</p> <p><u>Strategy Units:</u>            Analyzing pages 16, 25, 26, 38 - 40            Evaluating pages 16, 17, 31, 39            Inferring pages 16, 30, 31, 35, 41, 42, 48, 49, 54, 56, 57</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Generate ideas	
(continued) • use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts	Making Connections pages 16, 22, 23, 33 Predicting pages 16, 28, 36 – 38 Synthesizing pages 16, 34, 35, 39, 43, 47, 49  <u>Book Club Units:</u> Ready, Set Adventure! pages 7, 10, 13 - 15 Sounds Like Music pages 8, 10, 15 Kids Can Do It! Pages 8, 10, 14, 16, 26, 28, 29 Earth Rescue pages 7, 10, 11, 16 - 19
Elaborate on the expression of ideas	
• select and use visuals that enhance meaning of oral, print and other media texts	<u>Program and Planning Guide</u> pages 141, 144, 152, 154, 156, 162, 165 – 168, 175  <u>Literacy Support Guide</u> pages 244, 260 – 262, 266 – 268, 275 – 279, 283, 284, 299, 301, 302, 304, 305, 357  <u>Guided Reading:</u> The Zarg Rule page 7 What Happens After You Flush? page 4 Kids in Canada page 8  <u>Strategy Units:</u> Analyzing pages 20, 30, 31, 54 - 56 Evaluating pages 52, 53, 58 Inferring pages 28, 45 Making Connections pages 20, 35, 47 Predicting pages 24, 30, 55 Self-Monitoring pages 20, 47, 50 Sequencing pages 31, 35  <u>Book Club Unit:</u> Ready, Set, Adventure! page 22
Structure texts	
• produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot	<u>Program and Planning Guide</u> pages 179 – 183  <u>Literacy Support Guide</u> page 28  <u>Guided Reading:</u> Kahukura and the Net page 7 The Game of Mancala page 2 Maple Syrup – With Bells On! page 8

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Structure texts	
(continued) • produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot	A Dusty Life page 8 The Zarg Rule pages 6, 7 Class Podcast page 8 A Pocketful of Fur page 8 Rocks on the Move page 7 Get Up and Go! page 4 Glaciers Rivers of Ice page 8 Canadian Owl Guide page 8 Making the Game page 8 Kids in Canada page 8 Discover Mongolia page 8 Geocaching page 4 Picture It page 8 The Dragon Lords page 8
• produce narratives that describe experiences and reflect personal responses	<u>Program Planning Guide</u> pages 141 - 145, 151, 156, 165, 167, 168  <u>Literacy Support Guide</u> pages 224, 226, 227  <u>Guided Reading:</u> Clever Manka page 3 Maple Syrup – With Bells On! page 7 Pocketful of Fur pages 7, 8 The Penguin Book page 8 Get Up and Go! page 4 Trickster Tales page 8  <u>Strategy Units:</u> Analyzing pages 21, 30, 31, 42, 52, 56 Evaluating pages 35, 41 Inferring pages 68 - 72 Self-Monitoring page 20 Sequencing pages 19, 35 Synthesizing pages 32, 36, 44, 52, 59 - 65

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information	
Focus attention	
<ul style="list-style-type: none"> <li>• use organizational patterns of expository texts to understand ideas and information</li> </ul>	<p><u>Program Planning Guide</u> pages 144, 145, 156, 162, 165 – 168, 175</p> <p><u>Literacy Support Guide</u> pages 224, 225, 236 - 240</p> <p><u>Guided Reading:</u>            Clever Manka page 3            The Game of Mancala page 4            Science Fair page 8            Puppy in Training page 3            A Dusty Life page 7            The Zarg Rule page 7            The Arctic Tundra page 7            Pocketful of Fur page 7            Catch That Stomach! page 7            The Penguin Book page 7            Canadian Owl Guide page 7            Kids in Canada page 8            Trickster Tales page 8            The Dragon Lords page 7</p> <p><u>Strategy Units:</u>            Evaluating page 52            Making Connections pages 47, 49            Self-Monitoring page 47            Sequencing page 46            Synthesizing pages 60, 61</p> <p><u>Book Club Unit:</u>            Kids Can Do It! page 7, 9, 15, 23</p>
<ul style="list-style-type: none"> <li>• focus topics appropriately for particular audiences</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 28</p> <p><u>Guided Reading:</u>            Kahukura and the Net page 7            Maple Syrup – With Bells On! page 8            The Game of Mancala page 2            A Dusty Life page 8</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Focus attention	
(continued) • focus topics appropriately for particular audiences	Spell It and Mean It! page 4 The Zarg Rule pages 6, 7 Our Class Podcast page 8 Pocketful of Fur page 8 What Happens After You Flush? page 4 Rocks on the Move page 7 You Do What for a Living? page 3 Get Up and Go! page 4 Glaciers Rivers of Ice page 8 Canadian Owl Guide pages 7, 8 Making the Game page 8 Kids in Canada page 8 Discover Mongolia page 8 Geocaching page 4 The Dragon Lords page 8 Picture It page 8
Determine information needs	
• ask relevant questions, and respond to questions related to particular topics	<u>Program Planning Guide</u> pages 142, 144, 145  <u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242  <u>Guided Reading:</u> Making the Game page 8 Trickster Tales page 8  <u>Strategy Units:</u> Analyzing pages 20, 21, 42 Evaluating pages 34, 51 Making Connections page 19 Predicting page 30  <u>Book Club Units:</u> Ready Set Adventure! pages 23, 25 Kids Can Do It! page 9
Plan to gather information	
• develop and follow a class plan for accessing and gathering ideas and information	<u>Program Planning Guide</u> pages 143, 156  <u>Literacy Support Guide</u> pages 19, 21, 22, 50, 60, 222, 223, 228, 231 – 235

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Plan to gather information	
<p>(continued)</p> <ul style="list-style-type: none"> <li>develop and follow a class plan for accessing and gathering ideas and information</li> </ul>	<p><u>Guided Reading:</u>            The Arctic Tundra page 7            Our Class Podcast page 7            What Happens After You Flush? page 7            Rocks on the Move page 7</p> <p><u>Strategy Units:</u>            Analyzing page 56            Evaluating page 51            Inferring page 69            Making Connections pages 46, 47, 49            Predicting pages 52, 53            Self-Monitoring page 47            Sequencing page 46            Synthesizing page 60</p> <p><u>Book Club Units:</u>            Ready Set Adventure! page 23            Kids Can Do It! page 10</p>
3.2 Select and Process	
Use a variety of sources	
<ul style="list-style-type: none"> <li>locate information to answer research questions using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips</li> </ul>	<p><u>Program Planning Guide</u> pages 143, 156</p> <p><u>Literacy Support Guide</u> pages 19, 21, 22, 50, 60, 222, 223, 228, 231 - 235</p> <p><u>Guided Reading:</u>            Our Class Podcast page 7            What Happens After You Flush? page 7</p> <p><u>Strategy Units:</u>            Analyzing page 56            Evaluating page 51            Inferring page 69            Making Connections pages 46, 47, 49            Predicting page 52            Self-Monitoring page 47            Sequencing page 46            Synthesizing page 60</p> <p><u>Book Club Units:</u>            Ready Set Adventure! page 23</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Use a variety of sources	
(continued) <ul style="list-style-type: none"> <li>locate information to answer research questions using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips</li> </ul>	Kids Can Do It! page 10
Access information	
<ul style="list-style-type: none"> <li>use a variety of tools such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information</li> </ul>	<p><u>Literacy Support Guide</u> pages 287, 288, 361</p> <p><u>Guided Reading:</u>            Our Class Podcast page 3            Get Up and Go! pages 2, 4            Serf's Up page 2            Canadian Owl Guide page 5            The Dragon Lords page 8</p> <p><u>Strategy Units:</u>            Analyzing page 55            Making Connections page 48            Predicting page 24            Synthesizing page 62</p> <p><u>Book Club Units:</u>            Read, Set, Adventure! page 26</p>
<ul style="list-style-type: none"> <li>identify information sources that inform, persuade or entertain, and use such sources appropriately</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 27</p> <p><u>Guided Reading:</u>            The Game of Mancala page 2            What Happens After You Flush? page 4            You Do What for a Living? page 2            Get Up and Go! page 2            Discover Mongolia pages 2 – 4, 6            Picture It page 5</p> <p><u>Strategy Units:</u>            Analyzing pages 14 – 18, 36 – 39            Evaluating pages 30 – 31, 38 – 40</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Access information	
(continued) <ul style="list-style-type: none"> <li>• identify information sources that inform, persuade or entertain, and use such sources appropriately</li> </ul>	Making Connections pages 32 – 34 Predicting pages 14 -23 Self-Monitoring pages 22 – 36 Sequencing pages 22 – 25, 33 - 35 Synthesizing pages 46 – 49  <u>Book Club Units:</u> Sounds Like Music pages 13 – 17 Earth Rescue pages 9 - 17
Evaluate sources	
<ul style="list-style-type: none"> <li>• recall important points, and make and revise predictions regarding upcoming information</li> </ul>	<u>Literacy Support Guide</u> pages 44, 45, 54  <u>Guided Reading:</u> Clever Manka page 3 Maple Syrup – With Bells On! pages 4, 6 Serf’s Up pages 3, 7 The Dragon Lords pages 3, 5, 7  <u>Strategy Units:</u> Predicting pages 16, 17, 21, 23, 36 - 38
3.3 Organize, Record and Evaluate	
Organize information	
<ul style="list-style-type: none"> <li>• organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions</li> </ul>	<u>Program and Planning Guide</u> pages 144, 156, 162, 165 – 168, 175  <u>Literacy Support Guide</u> pages 244, 260 – 262, 266 – 268, 275 – 279, 283, 284, 299, 301, 302, 304  <u>Guided Reading:</u> The Zarg Rule page 7 What Happens After You Flush? page 4 Kids in Canada page 8  <u>Strategy Units:</u> Analyzing pages 20, 30, 31 56 Evaluating page 52 Inferring page 28 Making Connections pages 20, 35, 47 Predicting pages 24, 55 Self-Monitoring pages 20, 47, 50 Sequencing pages 31, 35

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Organize information	
<ul style="list-style-type: none"> <li>record ideas and information that are on topic</li> </ul>	<p><u>Program Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42            Evaluating pages 34, 51            Making Connections page 19            Predicting page 30</p> <p><u>Book Club Units:</u>            Ready Set Adventure! pages 23, 25            Kids Can Do It! page 9</p>
<ul style="list-style-type: none"> <li>organize oral, print and other media texts into sections that relate to and develop the topic</li> </ul>	<p><u>Program Planning Guide</u> pages 144, 145, 156, 162, 165 – 168, 175</p> <p><u>Literacy Support Guide</u> pages 224, 225, 236 - 240</p> <p><u>Guided Reading:</u>            Clever Manka page 3            The Game of Mancala page 4            Science Fair page 8            Puppy in Training page 3            A Dusty Life page 7            The Zarg Rule page 7            The Arctic Tundra page 7            Pocketful of Fur page 7            Catch That Stomach! page 7            The Penguin Book page 7            Canadian Owl Guide page 7            Kids in Canada page 8            Trickster Tales page 8            The Dragon Lords page 7</p> <p><u>Strategy Units:</u>            Evaluating page 52            Making Connections pages 47, 49</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Organize information	
(continued) <ul style="list-style-type: none"> <li>organize oral, print and other media texts into sections that relate to and develop the topic</li> </ul>	Self-Monitoring page 47 Sequencing page 46 Synthesizing pages 60, 61  <u>Book Club Unit:</u> Kids Can Do It! page 7, 9, 15, 23
Record information	
<ul style="list-style-type: none"> <li>make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically</li> </ul>	<u>Program Planning Guide</u> pages 143, 156  <u>Literacy Support Guide</u> pages 19, 21, 22, 50, 60, 222, 223, 228, 231 - 235  <u>Guided Reading:</u> Our Class Podcast page 7 What Happens After You Flush? page 7  <u>Strategy Units:</u> Analyzing page 56 Evaluating page 51 Inferring page 69 Making Connections pages 46, 47, 49 Predicting page 52 Self-Monitoring page 47 Sequencing page 46 Synthesizing page 60  <u>Book Club Units:</u> Ready Set Adventure! page 23 Kids Can Do It! page 10
<ul style="list-style-type: none"> <li>paraphrase information from oral, print and other media sources</li> </ul>	<u>Program Planning Guide</u> pages 142, 144, 145  <u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242  <u>Guided Reading:</u> Making the Game page 8 Trickster Tales page 8  <u>Strategy Units:</u> Analyzing pages 20, 21, 42 Evaluating pages 34, 51 Making Connections page 19

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Record information	
(continued) • paraphrase information from oral, print and other media sources	Predicting page 30  <u>Book Club Units:</u> Ready Set Adventure! pages 23, 25 Kids Can Do It! page 9
Evaluate information	
• examine gathered information to identify if more information is required; review new understanding	<u>Program Planning Guide</u> pages 146, 147, 156  <u>Literacy Support Guide</u> pages 39, 272
3.4 Share and Review	
Share ideas and information	
• communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters	<u>Program Planning Guide</u> pages 142, 144, 145  <u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242  <u>Guided Reading:</u> Making the Game page 8 Trickster Tales page 8  <u>Strategy Units:</u> Analyzing pages 20, 21, 42 Evaluating pages 34, 51 Making Connections page 19 Predicting page 30  <u>Book Club Units:</u> Ready Set Adventure! pages 23, 25 Kids Can Do It! page 9

**Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place**

<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
Share ideas and information	
<ul style="list-style-type: none"> <li>• select visuals, print and/or other media to add interest and to engage the audience</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 28</p> <p><u>Guided Reading:</u>            Kahukura and the Net page 7            The Game of Mancala page 2            Maple Syrup – With Bells On! page 8            A Dusty Life page 8            The Zarg Rule pages 6, 7            Class Podcast page 8            A Pocketful of Fur page 8            Rocks on the Move page 7            Get Up and Go! page 4            Glaciers Rivers of Ice page 8            Canadian Owl Guide page 8            Making the Game page 8            Kids in Canada page 8            Discover Mongolia page 8            Geocaching page 4            Picture It page 8            The Dragon Lords page 8</p>
Review research process	
<ul style="list-style-type: none"> <li>• identify strengths and areas for improvement in research process</li> </ul>	<p><u>Guided Reading:</u>            Kahukura and the Net page 3            Our Class Podcast page 7            Rocks on the Move page 8            Glaciers Rivers of Ice page 8</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication	
4.1 Enhance and improve	
Appraise own and others' work	
<ul style="list-style-type: none"> <li>• identify the general impression and main idea communicated by own and peers' oral, print and other media texts</li> </ul>	<p><u>Program Planning Guide</u> pages 141, 142, 144, 151, 154, 165, 166</p> <p><u>Literacy Support Guide</u> pages 17, 19 – 21, 38 – 42, 46 – 48, 172, 222, 224 – 226, 228, 233, 236, 238, 242, 249, 250</p> <p><u>Guided Reading:</u>            Maple Syrup – With Bells On! page 7            Arctic Tundra page 7            Our Class Podcast page 7            Glaciers Rivers of Ice page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42, 53            Evaluating page 41            Making Connections page 45            Predicting page 52            Self-Monitoring page 46</p> <p><u>Book Club Units:</u>            Ready Set Adventure! pages 22, 25</p>
<ul style="list-style-type: none"> <li>• use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts</li> </ul>	<p><u>Program Planning Guide</u> page 102</p> <p><u>Literacy Support Guide</u> page 15</p> <p><u>Strategy Units:</u>            Analyzing page 25            Inferring page 26            Predicting pages 26, 36, 38            Self-Monitoring pages 25, 30, 34, 36            Synthesizing page 26</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Revise and edit	
<ul style="list-style-type: none"> <li>• revise to ensure an understandable progression of ideas and information</li> </ul>	<p><u>Program and Planning Guide</u> pages 142, 148, 156</p> <p><u>Literacy Support Guide</u> pages 287, 290 - 294</p> <p><u>Guided Reading:</u> The Dragon Lords page 8</p> <p><u>Strategy Units:</u> Analyzing pages 55, 57 Inferring pages 70, 71 Making Connections pages 48, 51 Predicting pages 54, 56 Self-Monitoring pages 49, 51 Sequencing pages 49, 52 Synthesizing pages 62, 64</p> <p><u>Book Club Unit:</u> Read, Set, Adventure! pages 24, 26</p>
<ul style="list-style-type: none"> <li>• identify and reduce fragments and run-on sentences</li> </ul>	<p><u>Literacy Support Guide</u> pages 266, 278</p>
<ul style="list-style-type: none"> <li>• edit for subject-verb agreement</li> </ul>	<p><u>Literacy Support Guide</u> page 295</p> <p><u>Strategy Units:</u> Analyzing page 55 Predicting page 54</p>
Enhance legibility	
<ul style="list-style-type: none"> <li>• write legibly using a style that demonstrates awareness of alignment, shape and slant</li> </ul>	<p><u>Program and Planning Guide</u> page 149</p> <p><u>Literacy Support Guide</u> page 24</p> <p><u>Strategy Units:</u> Evaluating page 56 Making Connections page 51 Sequencing page 52 Synthesizing page 64</p>
<ul style="list-style-type: none"> <li>• use special features of software when composing, formatting and revising texts</li> </ul>	<p><u>Program and Planning Guide</u> pages 182, 183</p> <p><u>Literacy Support Guide</u> pages 297, 358</p>

**Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place**

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Expand knowledge of language	
<ul style="list-style-type: none"> <li>• use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study</li> </ul>	<p><u>Program and Planning Guide</u> pages 44, 77, 81, 184 - 192</p> <p><u>Guided Reading:</u>            Kahukura and the Net page 7            A Dusty Life page 8            The Arctic Tundra page 8            Our Class Podcast page 8            Serf's Up page 8            Picture It page 8</p> <p><u>Strategy Units:</u>            Inferring page 36            Predicting page 30</p>
<ul style="list-style-type: none"> <li>• recognize English words and expressions that come from other cultures of languages</li> </ul>	<p><u>Guided Reading:</u>            Canadian Owl Guide page 5</p> <p><u>Strategy Units</u>            Analyzing page 39            Synthesizing page 23</p>
Enhance artistry	
<ul style="list-style-type: none"> <li>• experiment with combining details, voice-over, music and dialogue with sequence of events</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 28</p> <p><u>Guided Reading:</u>            Kahukura and the Net page 7            The Game of Mancala page 2            Maple Syrup – With Bells On! page 8            A Dusty Life page 8            The Zarg Rule pages 6, 7            Class Podcast page 8            A Pocketful of Fur page 8            Rocks on the Move page 7            Get Up and Go! page 4            Glaciers Rivers of Ice page 8            Canadian Owl Guide page 8            Making the Game page 8            Kids in Canada page 8            Discover Mongolia page 8            Geocaching page 4            Picture It page 8            The Dragon Lords page 8</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
4.2 Attend to Conventions	
Attend to grammar and usage	
<ul style="list-style-type: none"> <li>• identify simple and compound sentence structures, and use in own writing</li> </ul>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> pages 9, 19</p> <p><u>Strategy Unit:</u> Self-Monitoring page 48</p>
<ul style="list-style-type: none"> <li>• identify correct noun-pronoun agreement, and use in own writing</li> </ul>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> pages 19, 34</p> <p><u>Strategy Units:</u> Self-Monitoring page 49 Synthesizing page 28</p>
<ul style="list-style-type: none"> <li>• identify past, present and future action</li> </ul>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> page 295</p> <p><u>Guided Reading:</u> The Arctic Tundra page 7 Pocketful of Fur page 8 The Dragon Lords page 8</p> <p><u>Strategy Units:</u> Inferring page 69 Making Connections page 48 Predicting page 56 Self-Monitoring page 49 Synthesizing page 28</p>
Attend to spelling	
<ul style="list-style-type: none"> <li>• use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing</li> </ul>	<p><u>Literacy Support Guide</u> page 164</p> <p><u>Strategy Units:</u> Analyzing pages 28 – 30 Evaluating pages 33, 34 Inferring pages 32, 33, 37, 38, 42 – 44, 50 Making Connections pages 26 – 28 Predicting pages 40, 41 Self-Monitoring pages 25, 26 – 30 Sequencing page 26 - 30 Synthesizing pages 50 - 52</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<ul style="list-style-type: none"> <li>• identify and apply common spelling generalizations in own writing</li> </ul>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 307 -362</p> <p><u>Strategy Units:</u>            Analyzing pages 28 – 30, 41            Evaluating pages 33, 34, 41            Inferring pages 31, 32, 37, 38, 43, 58            Making Connections page 25            Self-Monitoring page 37            Sequencing page 26            Synthesizing pages 35, 49, 50, 51</p>
<ul style="list-style-type: none"> <li>• apply strategies for identifying and learning to spell problem words in own writing</li> </ul>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 307 -362</p> <p><u>Guided Reading:</u>            The Dragon Lords page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 28 – 30, 41            Evaluating pages 33, 34            Inferring pages 32, 33, 37, 38, 42 - 44, 50, 59            Making Connections pages 26 – 28            Predicting pages 40, 41            Sequencing pages 26 – 30, 35            Synthesizing pages 50 - 52</p>
Attend to capitalization and punctuation	
<ul style="list-style-type: none"> <li>• use capitalization to designate organizations and to indicate the beginning of quotations in own writing</li> </ul>	<p><u>Program and Planning Guide</u> pages 142, 148</p> <p><u>Literacy Support Guide</u> pages 23, 282</p> <p><u>Strategy Units:</u>            Predicting page 54            Self-Monitoring page 49</p> <p><u>Book Club Units:</u>            Read, Set, Adventure! page 24</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Attend to capitalization and punctuation	
<ul style="list-style-type: none"> <li>• use commas after introductory words in sentences and when citing addresses in own writing</li> </ul>	<p><u>Literacy Support Guide</u> pages 26, 291 - 293, 359</p> <p><u>Strategy Units:</u>            Analyzing page 55            Inferring pages 54            Making Connections page 48            Sequencing page 49            Synthesizing page 64</p> <p><u>Book Club Units:</u>            Read, Set, Adventure! page 24</p>
<ul style="list-style-type: none"> <li>• identify quotation marks in passages of dialogue, and use them to assist comprehension</li> </ul>	<p><u>Literacy Support Guide</u> pages 20, 25, 26, 54, 163, 282, 283, 286, 290</p> <p><u>Strategy Unit:</u>            Predicting page 54</p> <p><u>Book Club Unit:</u>            Read, Set, Adventure! page 24</p>
4.3 Present and Share	
Present information	
<ul style="list-style-type: none"> <li>• present to peers ideas and information on a topic of interest, in a well-organized form</li> </ul>	<p><u>Program and Planning Guide</u> pages 67, 73, 77, 142, 148, 149, 155, 156, 163 – 173</p> <p><u>Literacy Support Guide</u> pages 287, 288, 290 – 294, 295, 296, 307 -362</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 8            Clever Manka page 3            Kahukura and the Net page 6            Spell It and Mean It! page 4            The Arctic Tundra page 7            Our Class Podcast page 3            Pocketful of Fur page 8            You Do What for a Living? page 3            Get Up and Go! pages 2, 4            Glaciers Rivers of Ice page 8            Serf’s Up pages 2, 8            Canadian Owl Guide page 5            Making the Game page 8</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Present information	
<p>(continued)</p> <ul style="list-style-type: none"> <li>present to peers ideas and information on a topic of interest, in a well-organized form</li> </ul>	<p>Kids in Canada page 8            Trickster Tales page 8            Discover Mongolia page 8            Geocaching page 4            The Dragon Lords page 8            Picture It page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 28 – 31, 41, 52 - 58            Evaluating pages 27, 33, 34, 41, 49 - 57            Inferring pages 27, 31, 32, 33, 37, 38, 42 - 44, 50, 51, 55, 58, 59, 68 - 72            Making Connections pages 18, 25 – 28, 44 – 52, 54            Predicting pages 23, 24, 31, 40 – 42, 51 – 58            Self-Monitoring pages 37, 45 – 52            Sequencing pages 26 – 30, 35, 44 – 53, 60, 62 - 64            Synthesizing pages 26, 28, 35, 49, 50 – 52, 59 – 65</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 8, 9, 24, 26            Sounds Like Music page 9            Kids Can Do It! pages 7, 8            Earth Rescue pages 8, 9</p>
Enhance presentation	
<ul style="list-style-type: none"> <li>add interest to presentations through the use of props, such as pictures, overheads and artefacts</li> </ul>	<p><u>Program and Planning Guide</u> page 131</p> <p><u>Guided Reading:</u>            Glaciers Rivers of Ice page 8            Making the Game page 8            Trickster Tales page 8</p> <p><u>Book Club Units:</u>            Sounds Like Music page 17</p>
Use effective oral and visual communication	
<ul style="list-style-type: none"> <li>adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities</li> </ul>	<p><u>Program and Planning Guide</u> page 44</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 8            Kahukura and the Net page 7            The Zarg Rule page 7            The Arctic Tundra page 8</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Use effective oral and visual communication	
(continued) <ul style="list-style-type: none"> <li>• adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities</li> </ul>	Our Class Podcast page 8 Get Up and Go! page 4 Serf's Up page 8 Trickster Tales page 8 The Dragon Lords page 8 Picture It page 8
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> <li>• connect own ideas, opinions and experiences to those communicated in oral and visual presentations</li> </ul>	<u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82  <u>Strategy Units:</u> Analyzing pages 19, 24 -26, 36 – 38, 40 Evaluating pages 15, 19, 20, 22, 25 – 27, 30, 38 Inferring pages 26, 27, 31, 35, 36, 41, 42, 49, 53, 55 Making Connections pages 14 – 18, 21 -24, 32 -34 Predicting pages 18, 22, 23, 27, 29, 35 Self- Monitoring pages 17 – 19, 22, 28, 35 Sequencing pages 16, 17, 23, 24, 33, 34 Synthesizing pages 13, 27, 39, 43, 44, 46  <u>Book Club Units:</u> Ready, Set, Adventure! page 7 Sounds Like Music pages 7, 10 Kids Can Do It! page 9 Earth Rescue pages 6, 10
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> <li>• give constructive feedback, as relevant questions, and express related opinions in response to oral and visual presentations</li> </ul>	<u>Program and Planning Guide</u> pages 125, 126  <u>Book Club Units:</u> Ready, Set, Adventure! page 12 Sounds Like Music pages 13, 17 Earth Rescue page 16

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> <li>• describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Guided Reading:</u>            Raps X 3 pages 2, 6, 7            Clever Manka page 3            Maple Syrup – With Bells On! pages 2, 5, 7            Science Fair pages 2, 6, 7            Puppy in Training pages 2, 3            A Dusty Life pages 2 – 7            Spell It and Mean It! page 2            The Arctic Tundra page 7            Our Class Podcast pages 2, 5            Pocketful of Fur pages 2 - 6, 8            The Penguin Book pages 2, 7            You Do What for a Living? page 2            Get Up and Go! pages 2, 4            Canadian Owl Guide pages 2, 4, 8            Making the Game pages 2 – 8            Kids in Canada page 8            Trickster Tales pages 2, 6            Discover Mongolia pages 2, 7            Geocaching page 2            The Dragon Lords page 2            Picture It pages 2, 8</p> <p><u>Strategy Units:</u>            Analyzing pages 19, 24 -26, 36 – 38, 40            Evaluating pages 15, 19, 20, 22, 25 – 27, 30, 38            Inferring pages 26, 27, 31, 35, 36, 41, 42, 49, 53, 55            Making Connections pages 14 – 18, 21 -24, 32 -34            Predicting pages 18, 22, 23, 27, 29, 35            Self- Monitoring pages 17 – 19, 22, 28, 35            Sequencing pages 16, 17, 23, 24, 33, 34            Synthesizing pages 13, 27, 39, 43, 44, 46</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! page 7            Sounds Like Music pages 7, 10</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Appreciate diversity	
(continued) <ul style="list-style-type: none"> <li>describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts</li> </ul>	Kids Can Do It! page 9 Earth Rescue pages 6, 10
<ul style="list-style-type: none"> <li>appreciate that responses to some oral, print or other media texts may be different</li> </ul>	<u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79  <u>Strategy Units:</u> Analyzing pages 18, 26, 27 Evaluating pages 15 – 22, 24 – 27, 30 – 32, 38 - 41 Inferring pages 17 – 20, 22, 24 – 26, 31, 36, 42, 49, 56, 57 Making Connections pages 18, 24, 34 Predicting pages 18 – 20, 23, 29, 37 Synthesizing pages 31, 34  <u>Book Club Units:</u> Earth Rescue pages 7, 10
Relate texts to culture	
<ul style="list-style-type: none"> <li>identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities</li> </ul>	<u>Guided Reading:</u> Little Li and the Golden Kites pages 2 – 4 Kahukura and the Net pages 2 – 7 Maple Syrup With Bells On! pages 2 – 7 Discover Mongolia pages 2 – 7  <u>Strategy Units:</u> Analyzing pages 23 -26 Evaluating pages 15 – 22 Making Connections pages 14 - 8 Synthesizing pages 13 - 26  <u>Book Club Units:</u> Ready, Set, Adventure! pages 6 – 13 Kids Can Do It! pages 6 - 26

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Relate texts to culture	
Celebrate accomplishments and events	
<ul style="list-style-type: none"> <li>• use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom</li> </ul>	<p><u>Literacy Support Guide</u> pages 270, 271</p>
Use language to show respect	
<ul style="list-style-type: none"> <li>• identify and discuss differences in language use in a variety of school and community contexts</li> </ul>	<p><u>Program and Planning Guide</u> page 125</p> <p><u>Literacy Support Guide</u> pages 16, 19, 41, 175, 234, 288, 296</p>
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> <li>• take responsibility for collaborating with others to achieve group goals</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u> Raps X 3 page 5 Science Fair page 6 The Zarg Rule page 4</p> <p><u>Strategy Units:</u> Analyzing page 15 Self- Monitoring pages 15, 22, 25, 33 Synthesizing pages 2, 3, 5, 7, 16, 26, 30, 34, 43, 47</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! page 13 Sounds Like Music pages 13, 15 Kids Can Do It! pages 10, 11, 14, 16, 26, 28 Earth Rescue pages 8, 10, 12, 17</p>
Cooperate with others	
<ul style="list-style-type: none"> <li>• ask for and provide information and assistance, as appropriate, for completing individual and group tasks</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p>Cooperate with others</p> <p>(continued)</p> <ul style="list-style-type: none"> <li>ask for and provide information and assistance, as appropriate, for completing individual and group tasks</li> </ul>	<p><u>Guided Reading:</u>  Raps X 3 page 5  Science Fair page 6  The Zarg Rule page 4</p> <p><u>Strategy Units:</u>  Analyzing page 15  Self- Monitoring pages 15, 22, 25, 33  Synthesizing pages 2, 3, 5, 7, 16, 26, 30, 34, 43, 47</p> <p><u>Book Club Units:</u>  Ready, Set, Adventure! page 13  Sounds Like Music pages 13, 15  Kids Can Do It! pages 10, 11, 14, 16, 26, 28  Earth Rescue pages 8, 10, 12, 17</p>
<p>Work in groups</p> <ul style="list-style-type: none"> <li>share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Guided Reading:</u>  Raps X 3 pages 2, 6, 7  Clever Manka page 3  Maple Syrup – With Bells On! pages 2, 5, 7  Science Fair pages 2, 6, 7  Puppy in Training pages 2, 3  A Dusty Life pages 2 – 7  Spell It and Mean It! page 2  The Arctic Tundra page 7  Our Class Podcast pages 2, 5  Pocketful of Fur pages 2 - 6, 8  The Penguin Book pages 2, 7  You Do What for a Living? page 2  Get Up and Go! pages 2, 4  Canadian Owl Guide pages 2, 4, 8  Making the Game pages 2 – 8  Kids in Canada page 8  Trickster Tales pages 2, 6  Discover Mongolia pages 2, 7  Geocaching page 2  The Dragon Lords page 2  Picture It pages 2, 8</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p>Work in groups</p> <p>(continued)</p> <ul style="list-style-type: none"> <li>share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions</li> </ul>	<p><u>Strategy Units:</u>            Analyzing pages 19, 24 -26, 36 – 38, 40            Evaluating pages 15, 19, 20, 22, 25 – 27, 30, 38            Inferring pages 26, 27, 31, 35, 36, 41, 42, 49, 53, 55            Making Connections pages 14 – 18, 21 -24, 32 -34            Predicting pages 18, 22, 23, 27, 29, 35            Self- Monitoring pages 17 – 19, 22, 28, 35            Sequencing pages 16, 17, 23, 24, 33, 34            Synthesizing pages 13, 27, 39, 43, 44, 46</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! page 7            Sounds Like Music pages 7, 10            Kids Can Do It! page 9            Earth Rescue pages 6, 10</p>
<ul style="list-style-type: none"> <li>use brainstorming, summarizing and reporting to organize and carry out group projects</li> </ul>	<p><u>Program and Planning Guide</u> pages 67, 75, 77, 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 –50, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 14 – 16, 18 – 21, 24, 27, 31, 36, 40, 42            Evaluating pages 18, 23, 27, 30, 31, 34, 41, 51            Inferring pages 16, 18, 21, 26, 48, 53            Making Connections pages 18, 19, 21, 32            Predicting pages 15, 16, 23, 27 – 31, 35, 38            Self- Monitoring pages 16, 18, 19, 22            Sequencing pages 18, 33            Synthesizing pages 14, 16, 21, 26, 30, 34, 39, 43, 46</p> <p><u>Book Club Units:</u>            Ready Set Adventure! pages 6 – 9, 23, 25            Sounds Like Music pages 6 - 9            Kids Can Do It! pages 6 - 12            Earth Rescue pages 6, 8 - 11</p>

## Correlation --- The Alberta English Language Arts Curriculum to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
Evaluate group process	
• assess group process, using established criteria, and determine areas for improvement	<u>Book Clubs</u> Ready, Set, Adventure! pages 13, 15, 39 Sounds Like Music page 22 Kids Can Do It! page 39 Earth Rescue page 28