

Correlation --- The Manitoba English Language Arts: A Foundation for Implementation to Scholastic Moving Up with Literacy Place

<p>Specific Outcome Statements</p>	<p>Scholastic Moving Up with Literacy Place Grade 4</p>
<p>General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p>	
<p>1. 1 Discover and explore</p>	
<p><i>1.1.1 Express Ideas</i></p>	
<p>Describe and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.</p>	<p><u>Program and Planning Guide</u> pages 65, 67, 75, 77, 82, 101, 122, 123, 128</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u> Little Li and the Golden Kites page 2 Raps X 3 page 2 Clever Manka page 2 Kahukura and the Net page 2 Maple Syrup – With Bells on! pages 2, 5 The Game of Mancala page 2 Science Fair pages 2, 4, 6 Puppy in Training page 2 A Dusty Life pages 2, 3, 5, 6 Spell It and Mean It! pages 2, 5, 6 The Zarg Rule pages 2, 4, 5 The Arctic Tundra pages 2, 4, 5 Our Class Podcast pages 2, 3, 5, 6 Pocketful of Fur pages 2, 3, 5 – 7 Catch That Stomach! page 2 The Penguin Book pages 2, 3 What Happens After You Flush? pages 2, 3 Rocks on the Move pages 2, 4, 5 You Do What for a Living? page 2 Get Up and Go! pages 2, 3 Glaciers Rivers of Ice pages 2, 3, 5 - 7 Serf's Up pages 2, 4 - 7 Canadian Owl Guide pages 2 - 5 Making the Game pages 2, 4 – 6 Kids in Canada pages 2, 4, 6 Trickster Tales pages 2 - 4 Discover Mongolia pages 2, 3, 5, 6 Geocaching page 2 The Dragon Lords pages 2, 5 - 7 Picture It pages 2, 4, 7</p>

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1.1.1 <i>Express Ideas</i>	
<p>(continued) Describe and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.</p>	<p><u>Strategy Units:</u> Analyzing pages 14, 15, 18 – 20, 24 – 27, 31, 36 - 38 Evaluating pages 18, 23, 27, 30, 31, 41 Inferring pages 14 – 16, 18, 21, 26, 30, 35, 38, 41, 48, 53, 55 Making Connections pages 14, 18, 21 – 23, 32 Predicting pages 14, 15, 16, 23, 27 – 29, 31, 35 – 38 Self-Monitoring pages 16, 18, 19, 22, 24 Sequencing pages 15, 18, 22, 24, 33 Synthesizing page 13, 14, 16, 21, 26, 30, 34, 39, 43, 46, 48</p> <p><u>Book Club Units:</u> Ready, Set Adventure! pages 6, 9 – 11, 13 Sounds Like Music pages 6, 7, 9, 11 Kids Can Do It! Pages 6 - 12, 15 - 17 Earth Rescue pages 6, 8 - 12, 18</p>
1.1.2 <i>Consider Others' Ideas</i>	
<p>Explore connections between a variety of insights, ideas, and responses.</p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p> <p><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</p>
1.1.3 <i>Experiment with Language and Form</i>	
<p>Explore a variety of forms of expression for particular personal purposes.</p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79, 179 – 183</p> <p><u>Literacy Support Guide</u> page 27</p> <p><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</p>

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<i>1.1.3 Experiment with Language and Form</i>	
(continued) Explore a variety of forms of expression for particular personal purposes.	<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
<i>1.1.4 Express Preferences</i>	
Collect and explain preferences for particular forms of oral, literary, and media texts.	<u>Program and Planning Guide</u> pages 179 – 183 <u>Literacy Support Guide</u> page 27 <u>Guided Reading:</u> Discover Mongolia pages 2 – 4, 6 <u>Strategy Units:</u> Synthesizing page 46
<i>1.1.5 Set Goals</i>	
Identify areas of personal accomplishment and set goals to enhance language learning and use.	<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

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1.2 Clarify and Extend	
<i>1.2.1 Develop Understanding</i>	
<p>Connect new information and experiences with prior knowledge to construct meaning in different contexts.</p>	<p><u>Program and Planning Guide</u> pages 65, 82, 101, 122, 123, 128</p> <p><u>Guided Reading:</u> Little Li and the Golden Kites page 2 Raps X 3 page 2 Clever Manka page 2 Kahukura and the Net page 2 Maple Syrup – With Bells on! pages 2, 5 The Game of Mancala page 2 Science Fair pages 2, 4, 6 Puppy in Training page 2 A Dusty Life pages 2, 3, 5, 6 Spell It and Mean It! pages 2, 5, 6 The Zarg Rule pages 2, 4, 5 The Arctic Tundra pages 2, 4, 5 Our Class Podcast pages 2, 3, 5, 6 Pocketful of Fur pages 2, 3, 5 - 7 Catch That Stomach! page 2 The Penguin Book pages 2, 3 What Happens After You Flush? pages 2, 3 Rocks on the Move pages 2, 4, 5 You Do What for a Living? page 2 Get Up and Go! pages 2, 3 Glaciers Rivers of Ice pages 2, 3, 5 - 7 Serf’s Up pages 2, 4 - 7 Canadian Owl Guide pages 2 - 5 Making the Game pages 2, 4 – 6 Kids in Canada pages 2, 4, 6 Trickster Tales pages 2 - 4 Discover Mongolia pages 2, 3, 5, 6 Geocaching page 2 The Dragon Lords pages 2, 5 - 7 Picture It pages 2, 4, 7</p> <p><u>Strategy Units:</u> Analyzing pages 14, 15, 24 – 26, 36 - 38 Evaluating pages 30, 38 Inferring pages 14, 15, 30, 35, 41, 48, 53, 55 Making Connections pages 14, 21 – 23, 32 Predicting pages 14, 27, 35 - 37</p>

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<i>1.2.1 Develop Understanding</i>	
<p>(continued) Connect new information and experiences with prior knowledge to construct meaning in different contexts.</p>	<p><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</p> <p><u>Book Club Unit:</u> Kids Can Do It! pages 7 - 10</p>
<i>1.2.2 Explain Opinions</i>	
<p>Express new concepts and understanding in own words and explain their importance.</p>	<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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<i>1.2.3 Combine Ideas</i>	
Experiment with arranging ideas and information in a variety of ways to clarify understanding	<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>
<i>1.2.4 Extend Understanding</i>	
Reflect on ideas and experiences and ask questions to clarify and extend understanding	<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</p>

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<i>1.2.4 Extend Understanding</i>	
(continued) Reflect on ideas and experiences and ask questions to clarify and extend understanding	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

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, literary, and media texts.	
2.1 Use Strategies and Cues	
<i>2.1.1 Prior Knowledge</i>	
Make and record connections between personal experiences, prior knowledge, and a variety of texts.	<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>
<i>2.1.2 Comprehension Strategies</i>	
Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.	<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 Science Fair pages 2, 4 Spell It and Mean It! pages 2, 4</p>

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<i>2.1.2 Comprehension Strategies</i>	
<p>(continued) Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.</p>	<p>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> <p><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</p>
<i>2.1.3 Textual Cues</i>	
<p>Use textual cues [such as headings and sub-headings, story elements, key ideas in exposition...] to construct and confirm meaning.</p>	<p><u>Program and Planning Guide</u> pages 65, 82</p> <p><u>Literacy Support Guide</u> pages 161 – 163, 167</p> <p><u>Guided Reading:</u> Clever Manka page 2 Maple Syrup- With Bells On! pages 2, 3 The Game of Mancala page 2 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</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
2.1.3 <i>Textual Cues</i>	
<p>(continued) Use textual cues [such as headings and sub-headings, story elements, key ideas in exposition...] to construct and confirm meaning.</p>	<p>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>
2.1.4 Cueing Systems	
<p>Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues; structural analysis to identify roots, prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning; use a junior dictionary to determine word meaning in context.</p>	<p><u>Literacy Support Guide</u> pages 145, 164, 257, 282, 283, 286, 294, 331, 342, 344 - 347, 361, 362, 369 - 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 Glaciers Rivers of Ice page 3 Kids in Canada page 2 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> Ready, Set, Adventure! page 20 Sounds Like Music page 13 Earth Rescue pages 20, 21</p>

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2.2 Respond to Texts	
<i>2.2.1 Experience Various Texts</i>	
Experience texts from a variety of forms and genres [such as personal narratives, plays, adventure stories, mysteries...] and cultural traditions; share responses.	<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
<i>2.2.2 Connect Self, Texts, and Culture</i>	
Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].	<u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82 <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 <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

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<i>2.2.2 Connect Self, Texts, and Culture</i>	
(continued) Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].	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
<i>2.2.3 Appreciate the Artistry of Texts</i>	
Identify mood evoked by oral, literary, and media texts.	<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 Picture It page 4 <u>Strategy Units:</u> Synthesizing page 48
2.3 Understand Forms and Techniques	
<i>2.3.1 Forms and Genre</i>	
Distinguish similarities and differences among various forms and genres of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports...].	<u>Program and Planning Guide</u> pages 61, 62, 77, 80 <u>Literacy Support Guide</u> pages 160 – 163, 167 <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 The Penguin Book pages 2, 3 What Happens After You Flush? page 3 Rocks on the Move page 2

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>2.3.1 Forms and Genre</i>	
<p>(continued) Distinguish similarities and differences among various forms and genres of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports...].</p>	<p>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>
<i>2.3.2 Techniques and Elements</i>	
<p>Explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people’s behaviours.</p>	<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> <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>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>2.3.2 Techniques and Elements</i>	
(continued) Explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people’s behaviours.	<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
<i>2.3.3 Vocabulary</i>	
Expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people...].	<u>Literacy Support Guide</u> pages 23, 25, 29, 34, 35, 130, 140, 145, 166, 250, 288, 289, 304, 308, 310, 337, 344, 362 <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 <u>Book Club Unit:</u> Read, Set, Adventure! page 26

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<i>2.3.4 Experiment with Language</i>	
<p>Recognize how words and word combinations [such as word play, repetition, rhyme...] influence or convey meaning; identify ways in which exaggeration is used to convey humour.</p>	<p><u>Program and Planning Guide</u> pages 44, 56, 59, 64, 67, 77, 79, 81, 184 - 192</p> <p><u>Literacy Support Guide</u> pages 8, 49</p> <p><u>Guided Reading:</u> Kahukura and the Net page 7 A Dusty Life page 8 Spell It and Mean It! page 2 The Arctic Tundra page 8 Our Class Podcast page 8 Serf's Up page 8 Making the Game page 7 Kids in Canada pages 2, 4, 6 Discover Mongolia pages 6, 7 Picture It pages 4, 8</p> <p><u>Strategy Units:</u> Inferring page 36 Predicting page 30</p>
<i>2.3.5 Create Original Texts</i>	
<p>Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems...] to communicate and demonstrate understanding of forms and techniques.</p>	<p><u>Program Planning Guide</u> pages 156, 165, 167</p> <p><u>Literacy Support Guide</u> pages 224, 226, 227</p> <p><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</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>2.3.5 Create Original Texts</i>	
<p>(continued) Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems...] to communicate and demonstrate understanding of forms and techniques.</p>	<p>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</p> <p><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</p> <p><u>Book Club Units:</u> Kids Can Do It! pages 7 - 10</p>

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	
3.1 Plan and Focus	
<i>3.1.1 Use Personal Knowledge</i>	
Categorize personal knowledge of a topic to determine information needs.	<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>
<i>3.1.2 Ask Questions</i>	
Ask general and specific questions on topics using predetermined categories.	<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>

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<i>3.1.3 Contribute to Group Inquiry</i>	
Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.	<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 Kids Can Do It! page 9 Earth Rescue pages 6, 10</p>

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3.1.4 Create and Follow a Plan	
Select and use a plan for gathering information.	<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> 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	
3.2.1 Identify Personal and Peer Knowledge	
Record, select, and share personal knowledge of a topic to focus inquiry or research.	<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</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>3.2.1 Identify Personal and Peer Knowledge</i>	
<p>(continued) Record, select, and share personal knowledge of a topic to focus inquiry or research.</p>	<p>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 Kids Can Do It! page 9 Earth Rescue pages 6, 10</p>
<i>3.2.2 Identify Sources</i>	
<p>Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts...].</p>	<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</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>3.2.2 Identify Sources</i>	
(continued) Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts...].	Synthesizing page 60 <u>Book Club Units:</u> Ready Set Adventure! page 23 Kids Can Do It! page 10
<i>3.2.3 Assess Sources</i>	
Assess the usefulness of information for inquiry or research using pre-established criteria.	<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
<i>3.2.4 Access Information</i>	
Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.	<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 <u>Book Club Unit:</u> Read, Set, Adventure! page 26

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>3.2.5 Make Sense of Information</i>	
<p>Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.</p>	<p><u>Program and Planning Guide</u> pages 33 – 38, 44, 45, 51, 56, 59, 63 – 67, 73, 75, 77 – 80, 82, 83, 125, 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 Trickster Tales page 8 Geocaching page 4</p> <p><u>Strategy Units:</u> Analyzing pages 14 – 21, 24 – 28, 31, 36 - 40 Evaluating pages 6, 15 – 27, 30 – 32, 34, 38 - 41 Inferring pages 14 – 27, 30 – 36, 41, 42, 48, 49, 51, 53 - 57 Making Connections pages 14 – 18, 21 – 24, 32 - 34 Predicting pages 15 – 23, 27 – 29, 31, 35, 37 – 39, 42 Self- Monitoring pages 15 – 19, 22, 23, 25, 28, 32, 33, 35, 36 Sequencing pages 15 – 18, 22 – 24, 33 - 35 Synthesizing pages 2, 3, 5, 7, 13 – 16, 18 – 28, 30, 31, 34, 35, 39, 40, 43, 44, 46 – 49</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 4, 6 – 9, 12, 13 Sounds Like Music pages 4, 6 – 10, 12 - 15 Kids Can Do It! pages 6 – 12, 14, 16, 26, 28 Earth Rescue pages 4, 6 – 12, 17</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
3.3 Organize, Record, and Assess	
<i>3.3.1 Organize Information</i>	
<p>Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model...].</p>	<p><u>Program and Planning Guide</u> pages 144, 156, 162, 165 – 168, 175</p> <p><u>Literacy Support Guide</u> pages 244, 260 – 262, 266 – 268, 275 – 279, 283, 284, 299, 301, 302, 304</p> <p><u>Guided Reading:</u> The Zarg Rule page 7 What Happens After You Flush? page 4 Kids in Canada page 8</p> <p><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</p>
<i>3.3.2 Record Information</i>	
<p>Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.</p>	<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>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>3.3.2 Record Information</i>	
(continued) Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.	Kids Can Do It! page 10
<i>3.3.3 Evaluate Information</i>	
Examine collected information to identify categories or aspects of a topic that need more information.	<u>Program Planning Guide</u> pages 146, 147, 156 <u>Literacy Support Guide</u> pages 39, 272
<i>3.3.4 Develop New Understanding</i>	
Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.	<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

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 Generate and Focus	
<i>4.1.1 Generate Ideas</i>	
Focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames...]	<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 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</p>
<i>4.1.2 Choose Forms</i>	
Choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs...] for various audiences and purposes.	<p><u>Program Planning Guide</u> pages 141 - 145, 151, 156, 165, 167, 168</p> <p><u>Literacy Support Guide</u> pages 224, 226, 227</p> <p><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</p>

Specific Expectations	Scholastic Moving Up with Literacy Place Grade 4
<i>4.1.2 Choose Forms</i>	
(continued) Choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs...] for various audiences and purposes.	<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

Specific Expectations	Scholastic Moving Up with Literacy Place Grade 4
4.1.3 Organize Ideas	
Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.	<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 Kids Can Do It! page 10</p>
4.2 Enhance and Improve	
4.2.1 Appraise Own and Others' Work	
Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.	<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>

Specific Expectations	Scholastic Moving Up with Literacy Place Grade 4
<i>4.2.2 Revise Content</i>	
Revise to create an interesting impression and check for sequence of ideas.	<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>
<i>4.2.3 Enhance Legibility</i>	
Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.	<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>

Specific Expectations	Scholastic Moving Up with Literacy Place Grade 4
4.2.4 Enhance Artistry	
Choose descriptive language and sentence patterns to clarify and enhance ideas.	<u>Program and Planning Guide</u> pages 44, 77, 81, 184 - 192 <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 <u>Strategy Units:</u> Inferring page 36 Predicting page 30
4.2.5 Enhance Presentation	
Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams...] that engage the audience.	<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 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

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
4.3 Attend to Conventions	
<i>4.3.1 Grammar and Usage</i>	
<p>Edit for complete sentences and appropriate use of statements, questions, and exclamations.</p>	<p><u>Literacy Support Guide</u> pages 266, 278</p> <p><u>Guided Reading:</u> Get Up and Go! page 4</p> <p><u>Strategy Units:</u> Analyzing pages 21, 55, 57, 58 Evaluating pages 53, 54 Inferring pages 70, 71 Making Connections pages 48, 51, 56 Predicting page 54</p>
<i>4.3.2 Spelling (see Strategies)</i>	
<p>Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources [such as dictionaries, spell-check functions, classroom resources...] and spelling patterns when editing and proofreading.</p>	<p><u>Literacy Support Guide</u> pages 164, 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 pages 28 – 30, 55 Evaluating pages 33, 34 Inferring pages 32, 33, 37, 38, 42 – 44, 50 Making Connections pages 26 – 28, 48 Predicting pages 24, 40, 41 Self-Monitoring pages 25, 26 – 30 Sequencing pages 26 - 30 Synthesizing pages 50 – 52, 62</p> <p><u>Book Club Unit:</u> Read, Set, Adventure! page 26</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>4.3.3 Punctuation and Capitalization</i>	
<p>Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.</p>	<p><u>Program and Planning Guide</u> pages 142, 148</p> <p><u>Literacy Support Guide</u> pages 20,23, 25, 26, 54, 163, 282, 283, 286, 290 - 293</p> <p><u>Strategy Units:</u> Analyzing page 55 Inferring pages 54 Making Connections page 48 Predicting page 54 Self-Monitoring page 49 Sequencing page 49 Synthesizing page 64</p> <p><u>Book Club Unit:</u> Read, Set, Adventure! page 24</p>
4.4 Present and Share	
<i>4.4.1 Share Ideas and Information</i>	
<p>Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.</p>	<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>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>4.4.2 Effective Oral Communication</i>	
Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.	<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 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</p>
Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>4.4.3 Attentive Listening and Viewing</i>	
Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions...].	<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>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
General Outcome 5: Students will listen, speak, read, write view, and represent to celebrate and to build community.	
5.1 Develop and Celebrate Community	
<i>5.1.1 Compare Responses</i>	
Describe relationships between own and others' ideas and experiences.	<p><u>Program Planning Guide</u> pages 141 - 145, 151, 156, 165, 167, 168</p> <p><u>Literacy Support Guide</u> pages 224, 226, 227</p> <p><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</p> <p><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</p>
<i>5.1.2 Relate Texts to Culture</i>	
Explore cultural representations in oral, literary, and media texts from various communities.	<p><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</p> <p><u>Strategy Units:</u> Analyzing pages 23 -26 Evaluating pages 15 – 22 Making Connections pages 14 - 8 Synthesizing pages 13 - 26</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 6 – 13 Kids Can Do It! pages 6 - 26</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p><i>5.1.3 Appreciate Diversity</i></p> <p>Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.</p>	<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 Kids Can Do It! page 9 Earth Rescue pages 6, 10</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>5.1.4 Celebrate Special Occasions</i>	
Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.	<u>Literacy Support Guide</u> pages 270, 271
5.2 Encourage, Support, and Work with Others	
<i>5.2.1 Cooperate with Others</i>	
Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly.	<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>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>5.2.2 Work in Groups</i>	
Take roles and share responsibilities as a group member.	<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>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<i>5.2.3 Use Language to Show Respect</i>	
Appreciate variations in language use in a variety of contexts in immediate communities.	<u>Program and Planning Guide</u> page 125
	<u>Literacy Support Guide</u> pages 16, 19, 41, 175, 234, 288, 296
<i>5.2.4 Evaluate Group Process</i>	
Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.	<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