
Grade 4: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 4, students will:

- communicate in familiar contexts using simple sentences;
- demonstrate an understanding of spoken language in familiar contexts, using both verbal and non-verbal cues;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- read simple sentences in the writing system used in the program;
- write simple sentences in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.⁷

Specific Expectations

Oral Communication

By the end of Grade 4, students will:

- communicate in familiar contexts using basic vocabulary and simple sentences (e.g., give simple directions – *Put the books there*);
- participate in structured oral language activities appropriate for the grade (e.g., answer questions with simple sentences – *I am not going there*);
- demonstrate an understanding of various types of simple sentences;
- respond to a variety of oral messages using simple sentences;
- demonstrate an understanding of simple oral messages using both verbal and non-verbal cues.

Reading

By the end of Grade 4, students will:

- read simple sentences in the writing system used in the program;
- demonstrate an understanding of what they read (e.g., by answering simple questions or explaining the meaning of simple sentences);
- participate in structured reading activities appropriate for the grade (e.g., identify words or phrases that contain the same root words);
- use visual cues (e.g., pictures, illustrations) and other reading strategies (e.g., consider word order) to determine the meaning of simple sentences;
- recognize simple sentence patterns that have been introduced orally;
- read simple sentences aloud using pictures.

7. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 4, students will:

- write simple sentences in the writing system used in the program;
- write simple messages using simple sentences (e.g., *I went home*);
- participate in structured writing activities

appropriate for the grade (e.g., write simple sentences that describe a thing or animal);

- spell words and phrases correctly in simple sentences, using available resources to confirm spelling.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

- formation of the plural of nouns through the addition of suffixes (e.g., *many bottles, fruits, trees*)
- possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., *our jackets, their fishing gear*)
- incorporation of nouns to express ideas of location (e.g., *in front of the house, at the pond*)

verbs

- present, past, and future tenses with plural pronoun (e.g., *they are fishing, they were fishing, they will fish*)

- imperative plural forms, including inclusive and exclusive plurals (e.g., *sit down* [the person(s) addressed]; *let us leave* [all of us, the speaker and his/her companion(s) and the person(s) addressed]; *let us eat* [us, the speaker and his/her companion(s), but not the person(s) addressed])

syntax

- sentences with singular subject and third-person plural object (e.g., *I see them*)
- descriptive sentences (e.g., *The bear is brown*)
- locative constructions in sentences (e.g., *Joe is standing behind the desk*)
- interrogative sentences (e.g., *What colour is it?*)
- simple negative sentences using a pronoun (e.g., *No, it is not; No, she is not eating*)

Vocabulary

- numbers from 1 to 1000; numbers to 100,000 by 1000's
- words used in counting
- words used in measuring (e.g., standard units of measurement)
- words associated with obtaining food (e.g., words used in gathering, fishing, hunting, shopping)

Spelling

- correct spelling of words and phrases in simple sentences
- use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, syllabics chart)