

# GRADE 4

# GRADE 4 | ORAL COMMUNICATION

## OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

## SPECIFIC EXPECTATIONS

### 1. Listening to Understand

By the end of Grade 4, students will:

#### Purpose

- 1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (e.g., to summarize the theme of a small-group drama presentation; to record important details about an upcoming event announced on the radio; to clarify suggestions for improvements in a peer writing conference)

#### Active Listening Strategies

- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; summarize information and ideas from a small-group meeting; ask relevant questions to clarify meaning and link responses appropriately to the topic of conversation; adapt listening behaviour to the requirements of informal social settings and more formal settings)

#### Comprehension Strategies

- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the

meaning of oral texts (e.g., make notes to summarize what has been heard; use graphic organizers, diagrams, or sketches to record information or ideas presented orally; prepare for a visit to the theatre by activating prior knowledge of the structure of a play and discussing the subject of the play with peers)

#### Demonstrating Understanding

- 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details (e.g., present an oral report to the class after listening to a guest speaker; use a graphic organizer to map the important ideas of an oral text through visual art, music, or drama)

#### Making Inferences/Interpreting Texts

- 1.5 make inferences using stated and implied ideas in oral texts (e.g., listen “between the lines” to detect bias in an oral text)

#### Extending Understanding

- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., relate the topic of an oral presentation to prior knowledge and information from personal experiences,

articles, movies, stories, or television shows; ask questions about relevant stated and implied details; relate the ideas of other speakers in a dialogue group to their own experiences; use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations)

### Analysing Texts

- 1.7 analyse oral texts and explain how specific elements in them contribute to meaning (e.g., ideas and information, body language, tone of voice)

**Teacher prompt:** “How did the speaker’s body language and tone of voice contribute to the meaning?”

### Point of View

- 1.8 identify the point of view presented in oral texts and ask questions about possible bias (e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability, or age)

**Teacher prompts:** “Whose point of view is presented in this poem?”  
 “Whose point of view is excluded?”  
 “Does this reflect the way the world is today?” “How might this text be different if another point of view were presented?”

### Presentation Strategies

- 1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience (e.g., the use of emotive language)

**Teacher prompt:** “Do you think this type of emotive language influences the audience in the way the speaker intends?”

## 2. Speaking to Communicate

By the end of Grade 4, students will:

### Purpose

- 2.1 identify a variety of purposes for speaking (e.g., to entertain a wider school audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to solicit opinions and react to information and ideas in a discussion or dialogue group; to explain to another person how something works; to summarize and comment

on an event or oral text for the class; to clarify and organize thinking in order to contribute to understanding in large and small groups)

### Interactive Strategies

- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., acknowledge and extend other group members’ contributions; make relevant and constructive comments on the contributions of other group members)

### Clarity and Coherence

- 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion)

### Appropriate Language

- 2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use evaluative terms to clarify opinions and for emphasis; use descriptive words to give specificity and detail to personal anecdotes; use humour or emotive language to engage the audience’s interest or sympathy)

### Vocal Skills and Strategies

- 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., adjust the pace of speaking for effect and to hold the listener’s attention)

### Non-Verbal Cues

- 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity

towards cultural differences, to help convey their meaning (*e.g., use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience*)

#### Visual Aids

**2.7** use a variety of appropriate visual aids (*e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts*) to support or enhance oral presentations (*e.g., use pictures or samples of different kites to illustrate a talk on how to build a kite*)

### 3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 4, students will:

#### Metacognition

**3.1** identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

*Teacher prompts:* “What strategies do you use to monitor your listening to be sure that you are understanding the speaker?” “If, after listening, you think

you don’t understand, what steps do you take to clear up your confusion?” “How do you identify the things that you do well as a speaker and what you would like to improve upon?”

#### Interconnected Skills

**3.2** identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

*Teacher prompts:* “How can viewing media texts help you as a listener or speaker?” “How can reading texts from different cultures help you connect to your audience as a speaker?”

## OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## SPECIFIC EXPECTATIONS

### 1. Reading for Meaning

By the end of Grade 4, students will:

#### Variety of Texts

- 1.1 read a variety of texts from diverse cultures, including literary texts (e.g., myths, plays, short stories, chapter books, letters, diaries, poetry), graphic texts (e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps), and informational texts (e.g., textbooks, non-fiction books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopedias and atlases, electronic texts such as e-mails or zines)

#### Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., letters and diaries for information and new ideas, leisure/hobby books and magazines for recreation and interest, print and online magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game)

#### Comprehension Strategies

- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming; ask questions to focus or clarify reading; use

*visualization to clarify details about such things as the sights, sounds, and smells in a medieval castle; make and confirm predictions based on evidence from the text; synthesize ideas during reading to generate a new understanding of a text)*

#### Demonstrating Understanding

- 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., make an outline of a section from a textbook in another subject to prepare for a test)

#### Making Inferences/Interpreting Texts

- 1.5 make inferences about texts using stated and implied ideas from the texts as evidence

*Teacher prompts:* “What does the graphic show that the text doesn’t tell you?” “If you just saw the picture without the speech bubble/text box, what would you think?” “What does the author want you to realize when she says...?”

#### Extending Understanding

- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

*Teacher prompts:* “Are there personal connections that you can make to the events in the text?” “How are other books by this author similar to the one

we are reading?” “Which other books/movies/articles/online texts share a similar topic/theme/point of view?”

### Analysing Texts

- 1.7** analyse texts and explain how specific elements in them contribute to meaning (*e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement*)

**Teacher prompts:** “How does the author use the setting to establish the mood of the text? Is it effective?”  
“How does the author use the opening paragraph to establish a framework for the book review?”

### Responding to and Evaluating Texts

- 1.8** express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

**Teacher prompts:** “Do you agree with the decisions made by the main character in the story?” “What is your opinion of this newspaper article? What evidence in the text supports your opinion?”

### Point of View

- 1.9** identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives (*e.g., identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text*)

**Teacher prompt:** “Whose voice/opinion is missing from this text? Why do you think it has been left out of the text? What words might you give to this missing voice?”

## 2. Understanding Form and Style

By the end of Grade 4, students will:

### Text Forms

- 2.1** explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal (*e.g., first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or*

*weekly entries provide context*), graphic texts such as a brochure (*e.g., headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material*), and informational texts such as an encyclopedia (*e.g., table of contents, glossary, index, headings, and subheadings help the reader use key words to locate information*)

### Text Patterns

- 2.2** recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts (*e.g., comparison in an advertisement; cause and effect in a magazine or newspaper article*)

### Text Features

- 2.3** identify a variety of text features and explain how they help readers understand texts (*e.g., the back cover copy for a book helps readers decide whether the book will interest them; titles, subtitles, captions, labels, a menu allow the reader to skim a text to get a general idea of what it is about*)

### Elements of Style

- 2.4** identify various elements of style – including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (*e.g., alliteration and rhythm can emphasize ideas or help convey a mood or sensory impression*)

## 3. Reading With Fluency

By the end of Grade 4, students will:

### Reading Familiar Words

- 3.1** automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts (*e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and some regularly used resource materials in the curriculum subject areas*)

### Reading Unfamiliar Words

- 3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:



- semantic (meaning) cues (e.g., *prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language*);
- syntactic (language structure) cues (e.g., *word order; language patterns such as those for regular and irregular plurals, possessives, and contractions; punctuation*);
- graphophonic (phonological and graphic) cues (e.g., *familiar words within larger words: highlight, enlighten; recognizable sequences of letters within long words: spacious, conscious, delicious*)

### Reading Fluently

- 3.3** read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., *read orally in role as part of a readers' theatre, using appropriate phrasing and expression*)

## 4. Reflecting on Reading Skills and Strategies

By the end of Grade 4, students will:

### Metacognition

- 4.1** identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

**Teacher prompts:** "How do you check to be sure that you are understanding while you read?" "What helps you

identify the important ideas while you are reading?" "What helps you 'read between the lines'?" "How do you know if you are not understanding?" "What 'fix-up' strategies work effectively for you?"

### Interconnected Skills

- 4.2** explain, in conversations with the teacher and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., *orally summarizing what has been read helps a reader to check on understanding; engaging in dialogue about a text helps the reader understand other perspectives and interpretations of a text*)

**Teacher prompt:** "How does conferencing with a peer or the teacher about a text help you understand the text better?"

## OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## SPECIFIC EXPECTATIONS

### 1. Developing and Organizing Content

By the end of Grade 4, students will:

#### Purpose and Audience

- 1.1** identify the topic, purpose, and audience for a variety of writing forms (*e.g., a cinquain or shape poem modelled on the structures and style of poems read, to contribute to a student poetry anthology for the school library; a set of directions to complete a science experiment on pulleys and gears, for a class presentation; a timeline of significant events in the writer's life, to accompany a biography for a class collection*)

**Teacher prompts:** "How will you identify your topic?" "What is the purpose of your writing?" "What form will best suit the purpose?" "Who will your audience be?"

#### Developing Ideas

- 1.2** generate ideas about a potential topic using a variety of strategies and resources (*e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs*)

#### Research

- 1.3** gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources (*e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read-alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts*)

#### Classifying Ideas

- 1.4** sort and classify ideas and information for their writing in a variety of ways (*e.g., by underlining key words and phrases; by using graphic and print organizers such as mind maps, concept maps, timelines, jot notes, bulleted lists*)

#### Organizing Ideas

- 1.5** identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers (*e.g., a Venn diagram, a paragraph frame*) and organizational patterns (*e.g., generalization with supporting information, cause and effect*)

#### Review

- 1.6** determine whether the ideas and information they have gathered are relevant



and adequate for the purpose, and do more research if necessary (e.g., *discuss material with a peer or adult using a KWHLW organizer: What do I know? What do I want to learn? How will I find out? What have I learned? What do I still want to know?; compare their material to the content of similar texts*)

## 2. Using Knowledge of Form and Style in Writing

By the end of Grade 4, students will:

### Form

**2.1** write more complex texts using a variety of forms (e.g., *a storyboard using captions and photographs or drawings to recount a significant event in their life; a report, including jot notes, comparing the environments of two or more regions in Canada; a letter to the author about the student's reaction to a particular text; a summary of the role of a medieval person; a review of a book or website; an original folk tale, fairy tale, or tall tale, or an extension of an existing tale; a board game related to a unit of study*)

### Voice

**2.2** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement (e.g., *use simple irony to poke fun at themselves: "Lucky me. I got to do the dishes."*)

### Word Choice

**2.3** use specific words and phrases to create an intended impression (e.g., *comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain*)

### Sentence Fluency

**2.4** use sentences of different lengths and structures (e.g., *complex sentences incorporating conjunctions such as because, so, if*)

### Point of View

**2.5** identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view

**Teacher prompt:** "Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view?"

## Preparing for Revision

**2.6** identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., *logical organization, depth of content*)

**Teacher prompts:** "How might you reorganize the information to make it easier for the audience to understand?" "Are there clear links between your ideas?" "Can you add one sentence that would help clarify your main idea?"

## Revision

**2.7** make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., *reordering sentences; removing repetition or unnecessary information; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate*)

**Teacher prompts:** "What words or phrases could you use to help the reader follow your thinking more easily?" "What descriptive words could you add to make your characters come alive for the reader?"

## Producing Drafts

**2.8** produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

## 3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 4, students will:

### Spelling Familiar Words

**3.1** spell familiar words correctly (e.g., *words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum*)

**Spelling Unfamiliar Words**

**3.2** spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., pronounce the silent letters in words: **k**-now; divide long words into manageable chunks; make connections between words with similar spellings; apply knowledge of vowel patterns to new words; apply knowledge of letter patterns and rules for forming regular and irregular plurals and possessive contractions; identify roots in related words: explore, explorer, exploration; highlight the differences between similar words; use mnemonics: **t**wine is **t**wo)

**Vocabulary**

**3.3** confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose (e.g., locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation, and homographs; use a variety of dictionaries such as a dictionary of idioms or homonyms; use a thesaurus to find alternative words)

**Punctuation**

**3.4** use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech

**Grammar**

**3.5** use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions (e.g., *since, through, until*)

**Proofreading**

**3.6** proofread and correct their writing using guidelines developed with peers and the teacher (e.g., *an editing checklist specific to the writing task; a posted class writing guideline*)

**Publishing**

**3.7** use some appropriate elements of effective presentation in the finished product, including print, script, different fonts,

graphics, and layout (e.g., *use legible printing and some cursive writing; use a variety of font sizes and colours to distinguish headings and subheadings from the body of the text; supply detailed labels for diagrams in a report; include graphs such as a bar graph or a pie graph*)

**Producing Finished Works**

**3.8** produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

**4. Reflecting on Writing Skills and Strategies**

By the end of Grade 4, students will:

**Metacognition**

**4.1** identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers

*Teacher prompts:* “Explain how you used the thesaurus to help with your revisions.” “How does keeping a writer’s notebook help you plan your next steps for writing?”

**Interconnected Skills**

**4.2** describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

*Teacher prompts:* “How does your experience of variety of texts help you as a writer?” “In what way is talking before writing helpful to you?” “How does it help you to listen to someone else read your writing?”

**Portfolio**

**4.3** select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

## OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## SPECIFIC EXPECTATIONS

### 1. Understanding Media Texts

By the end of Grade 4, students will:

#### Purpose and Audience

- 1.1** identify the purpose and audience for a variety of media texts (*e.g., this print advertisement is designed to interest children in taking karate lessons; this website is designed to provide information to fans about a favourite singer; this CD cover is designed to attract classical music fans/pop fans/rap fans*)

**Teacher prompt:** “Why do you think this text was created? What age, gender, cultural group is it aimed at? How do you know?”

#### Making Inferences/Interpreting Messages

- 1.2** use overt and implied messages to draw inferences and construct meaning in media texts (*e.g., overt message on packaging for a video game: In this adventure game, characters take big risks and perform amazing deeds; implied message: If you buy this game, you can share in the excitement and be more like the daring characters*)

**Teacher prompts:** “What messages on the packaging make you think you would like to play this game? What do the images on the package make you think about? Which do you think

influence you more – the overt messages or the implied messages?” “On television, what characteristics are shared by positive role models?”

#### Responding to and Evaluating Texts

- 1.3** express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (*e.g., “I think this documentary about lions is one-sided because it only shows them as predators”; defend an opinion about whether or not a sitcom or video game reflects reality*)

**Teacher prompts:** “Which elements of this sitcom (or video game) seemed realistic and believable to you? Why? Did anything seem exaggerated?” “Do the characters in the program accurately represent the diversity of society? Explain.”

#### Audience Responses

- 1.4** explain why different audiences might respond differently to specific media texts (*e.g., examine children’s books or video games that have been rated as suitable for different age groups and suggest reasons for the ratings*)

**Teacher prompt:** “Find the age rating for a DVD/video/game that you enjoy. Is it fair? Why/why not?”

**Point of View**

- 1.5** identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used (e.g., *explain how the point of view reflected in an advertisement is conveyed and describe how the advertisement might change to reflect the point of view of a different audience; describe how a TV show might change if it were told from the point of view of a different character*)

**Teacher prompts:** “What kinds of images would you use in this advertisement for a children’s breakfast cereal if you wanted parents to buy the cereal?” “From whose point of view is your favourite television show presented?”

**Production Perspectives**

- 1.6** identify who produces various media texts and the reason for their production (e.g., *the government produces public service announcements, and the media broadcast them at no charge, to protect citizens’ safety and the public interest; arts groups produce posters to advertise upcoming events; publishers produce newspapers to provide information, influence people’s thinking, and make money*)

**Teacher prompt:** “Where would we find a public service announcement?” “How do people access or acquire newspapers?”

**2. Understanding Media Forms, Conventions, and Techniques**

By the end of Grade 4, students will:

**Form**

- 2.1** identify elements and characteristics of some media forms (e.g., *a television game show: game host/hostess, contestants, prizes; a television nature program: outdoor setting, wildlife “actors”, voice-over narration, background music; a billboard: frame, large surface area, colour, images, graphics, words, font, punctuation*)

**Teacher prompts:** “What would you expect to see in a game-show program? A nature program?” “What aspect of this billboard caught your immediate attention?”

**Conventions and Techniques**

- 2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., *movies and videos use camera close-ups to show details, medium and long shots to put people and objects in perspective, high and low camera angles to create illusions of size or artistic effects, environmental sounds for realistic effects, background music to suggest a mood*)

**Teacher prompt:** “What kind of music would you use in a commercial for bicycles? Why?”

**3. Creating Media Texts**

By the end of Grade 4, students will:

**Purpose and Audience**

- 3.1** describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., *an album of camera shots to help classmates understand the uses of different camera angles and distances in photography and/or film*)

**Form**

- 3.2** identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., *a poster advertising a school science fair; a flyer to encourage students to participate in the fair*)

**Teacher prompt:** “Why is a poster better to advertise the fair and a flyer better to tell students how to participate?”

**Conventions and Techniques**

- 3.3** identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., *a board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience*)

**Teacher prompt:** “What are the essential components of this form? Have you included them all?”

### Producing Media Texts

**3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,

- *an album of camera shots showing the different angles and distances and commenting on their uses*
- *a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs*
- *a mock television commercial for a favourite cereal, toy, or book*
- *a newspaper article that includes a photograph and headline*
- *a board game related to a unit of study from a curriculum subject area such as science or health*
- *a picture book to accompany a unit of study for a younger grade*
- *a storyboard identifying the sound effects, images, and dialogue to be used in filming a scene from a novel)*

## 4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 4, students will:

### Metacognition

- 4.1** identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

*Teacher prompt:* “What skills do you use, before, during, and after you work with or create a media text? Be sure to consider all the skills required for texts that have more than one form: for example, television uses sound, visual images, and sometimes print.”

### Interconnected Skills

- 4.2** explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

*Teacher prompt:* “Does reading and writing about a story after seeing the movie or DVD give you new ideas about what you saw?”