

English Curriculum

Comprehensive Curriculum Guide

Grade 4

Term 2

وزارة التربية والتعليم

2025-2026 A.D.

MINISTRY OF EDUCATION



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Introduction

The Grade 4 English Language Comprehensive Curriculum Guide (CCG) supports high-quality, inclusive and developmentally appropriate instruction in upper primary classrooms. It offers a cohesive framework for planning, teaching and assessing English language skills while providing flexibility for teachers to respond to learners' diverse needs, interests and levels of readiness.

This guide integrates the core components of language learning which includes vocabulary development, oral communication, reading comprehension, writing and grammar, within a clear, week-by-week structure. Each unit begins with a detailed Scope and Sequence that maps out learning progression across the term, highlighting weekly vocabulary, high-frequency words, text and task types and targeted language structures aligned to CEFR A1–A2 (lower) expectations.

Specific Student Learning Outcomes (SSLOs) are unpacked throughout, with suggested strategies for differentiation, cross-curricular integration and formative assessment. The approach promotes independent learning, meaningful communication and the development of real-world literacy skills through relevant and culturally grounded themes, such as people, places and community values.

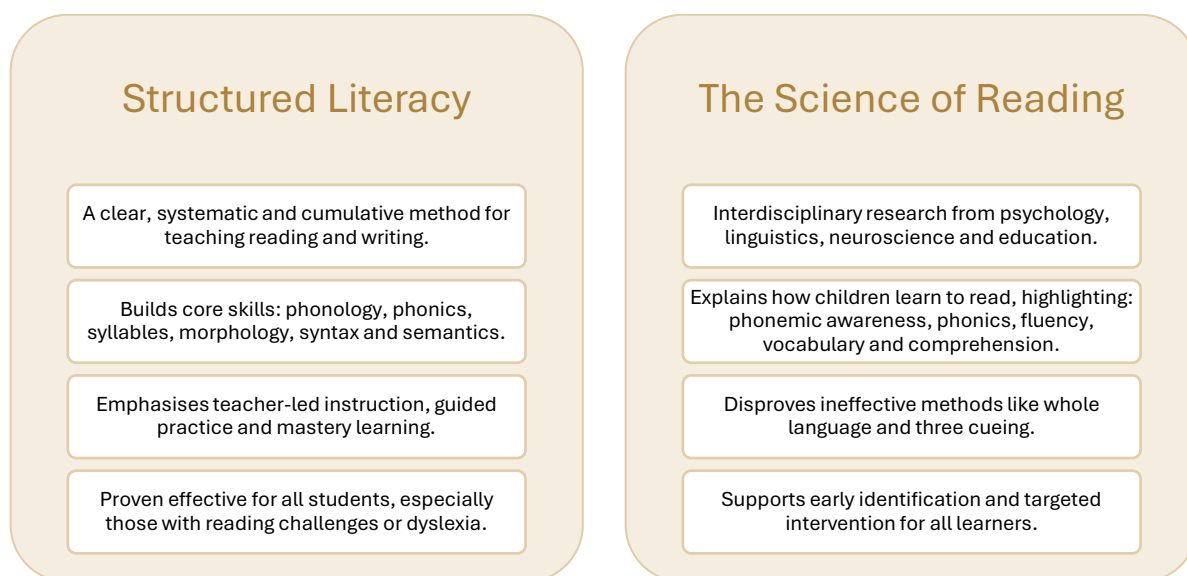
Weekly instruction is supported by carefully selected thematic vocabulary and High-Frequency Words (HFWs) drawn from the Cambridge CEFR wordlist and the Oxford word list. These support reading fluency, sentence construction and writing accuracy. Words are selected to reflect both thematic relevance and functional language use.

The CCG also references a range of adaptable resources designed to enrich instruction and support all learners, including those who require additional scaffolding or challenge.

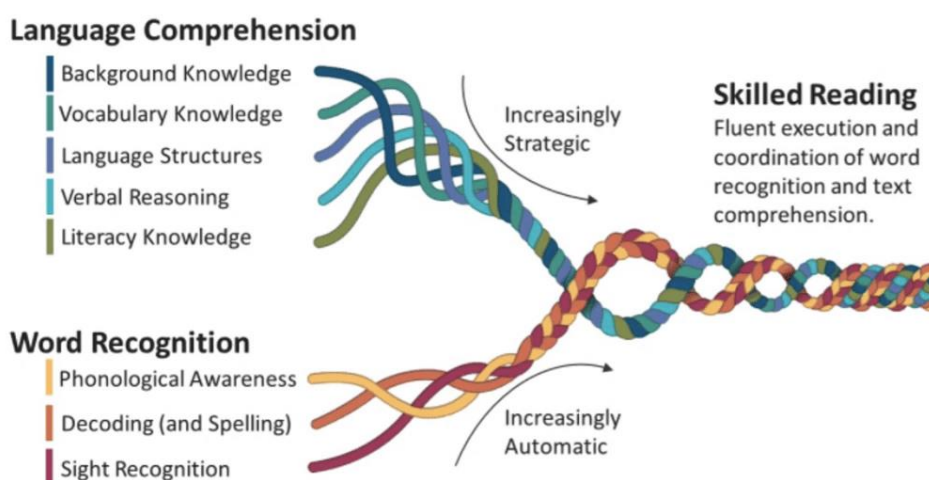
Instructional Approach: Structured Literacy and the Science of Reading

The curriculum design is based on a Structured Literacy approach, grounded in the Science of Reading, ensuring that all essential components of skilled reading are taught explicitly, systematically and cumulatively.

The Foundations of Effective Literacy Teaching



This approach aligns closely with Scarborough's Reading Rope model, addressing both word recognition and language comprehension strands across multiple domains.



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

- **Domain 1: Literacy Readiness** explicitly addresses the Word Recognition components of the rope through systematic instruction in phonological awareness, phonics, high-frequency word recognition and spelling patterns. Instruction is carefully sequenced and revisited to build automatic and accurate decoding, which supports fluent reading development.
- **Domain 2: Speaking, Listening and Oral Communication** build the Language Comprehension strands by developing background knowledge, vocabulary and language structures through oral language development and exposure to rich spoken input. This domain provides the oral language foundation that is essential for later reading comprehension.
- **Domain 3: Reading** is designed to connect decoding skills to meaning-making. Students are guided to develop reading fluency, text-level understanding and comprehension strategies using age-appropriate and thematically linked texts. Instruction moves from controlled decodable texts to broader literary and informational texts as students gain confidence.
- **Domain 4: Writing** reinforces both language structures and text comprehension by providing structured opportunities to apply phonics, vocabulary and syntax knowledge in written expression. Writing tasks are sequenced to support sentence- and paragraph-level construction, supporting the expressive side of literacy.

Overview of Domains and Strands

The Grade 4 English Language Curriculum is structured into four interconnected domains, each representing a key area of language development. These domains are further organised into strands, which outline specific skill areas and guide progression throughout the academic year. The curriculum supports the development of fluent, confident learners who can read, write, speak and listen with purpose, accuracy and creativity.

The strands reflect a balanced focus on foundational knowledge, applied language skills and genre-based learning, aligned to CEFR A1–A2.1 expectations and UAE national educational priorities.

Domain 1: Literacy Readiness

This domain supports the continued development of foundational literacy skills appropriate to Grade 4 learners. It moves beyond early phonics to include advanced decoding strategies, spelling generalisations and independent word study. It also focuses on the presentation and layout of written work to enhance clarity and communication.

Strands:

- **Phonological Awareness** – Continued development in sound awareness through oral activities (as needed for intervention or support).
- **Phonics** – Application of advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words.
- **High-Frequency Words** – Accurate use and spelling of high-frequency and academic vocabulary across a range of writing contexts.
- **Spelling Patterns** – Use of morphological strategies and spelling rules to understand and write complex and subject-specific words.
- **Concepts about Print** – Applied as needed for learners who require reinforcement of print conventions.
- **Handwriting & Presentation** – Clear formatting and consistent layout to suit different writing purposes and enhance visual presentation.

Domain 2: Speaking, Listening & Oral Communication

This domain develops students' ability to listen actively, express themselves clearly and engage meaningfully with peers and audiences. Instruction balances functional communication skills with opportunities for performance, presentation and academic discourse.

Strands:

- **Listening Comprehension & Active Listening** – Analysing spoken texts and distinguishing fact from opinion; interpreting tone, purpose and meaning.
- **Oral Language Development** – Using precise vocabulary, complex sentence structures and appropriate register in a range of speaking situations.
- **Discussion & Collaborative Communication** – Participating actively in group discussions, building on ideas and asking thoughtful questions.
- **Presentation & Performance** – Delivering short, structured presentations with clarity, expression and supportive visuals or materials.

Domain 3: Reading

This domain supports learners in reading fluently and deeply. It includes comprehension of complex texts, vocabulary acquisition, interpretation of text structures and critical responses to a variety of genres. Students learn to use evidence and compare ideas across sources.

Strands:

- **Reading Fluency** – Reading with accuracy, appropriate pace and expression, guided by punctuation and text features.
- **Vocabulary Development** – Determining and applying the meaning of unfamiliar words using context, affixes and tools such as dictionaries.
- **Understanding Text Structures & Features** – Identifying how authors organise ideas and using knowledge of structure to understand or produce texts.
- **Reading Comprehension** – Using strategies such as summarising, predicting and analysing to understand increasingly complex texts.

- **Evaluating & Responding to Texts** – Comparing information across texts, identifying fact vs opinion and responding with personal views.
- **Text Types & Purposes** – Recognising language features, structure and audience intent in narrative, informational, procedural and persuasive texts.

Domain 4: Writing

This domain develops writing fluency, accuracy and creativity. It supports students in writing for various purposes and audiences using grade-appropriate conventions, vocabulary and structure. The writing process is emphasised to support clarity and coherence.

Strands:

- **Writing Conventions** – Applying grammar and punctuation accurately, including apostrophes, commas and dialogue formatting.
- **Spelling & Word Use** – Using advanced spelling strategies and precise vocabulary relevant to academic and expressive writing tasks.
- **Writing Production** – Producing structured and coherent texts across genres including opinion, narrative, informational, procedural and poetry.
- **Writing Processes** – Independently planning, drafting, revising and editing writing with attention to content, organisation and language use.

Overview of Themes and Topics

The Grade 4 English curriculum is thoughtfully designed around age-appropriate, meaningful themes that extend learners' understanding of themselves, their communities and the wider world. These themes provide rich, authentic contexts for developing language skills, building personal identity and exploring global perspectives through reading, writing, speaking and listening.

Each unit integrates real-world topics and supports the development of global competencies such as collaboration, critical thinking, communication and self-awareness. The thematic design aligns with international education frameworks such as the OECD Learning Compass 2030 and the UN Sustainable Development Goals (SDGs), promoting values including well-being (SDG 3), quality education (SDG 4), cultural literacy and social-emotional learning (SEL).

In Grade 4 Term 2, the theme "World of Wonders" is explored through eight connected sub-themes that invite learners to reflect on technology in the past, present and future. The topics encourage students to share personal experiences, consider different perspectives and develop vocabulary and grammar through purposeful communication.

Scope and Sequence

The Scope and Sequence is a planning tool that outlines the key content, skills, grammar, vocabulary and learning outcomes to be covered each week within a term. It shows the logical progression of themes and language development, helping teachers understand what to teach, when and why. Following the Scope and Sequence assists in aligning lessons with the Specific Student Learning Outcomes (SSLOs), ensuring that instruction is purposeful and cumulative. Rather than simply moving through a textbook, teachers can use the Scope and Sequence to plan meaningful learning experiences, monitor student progress and adjust pacing or activities to meet individual needs while staying focused on curriculum goals.

The following table outlines the Grade 4 Scope and Sequence for Term 2. Following the table, each component of the Scope and Sequence is explained in detail to ensure clarity and avoid confusion, guiding teachers in understanding what to teach, when to teach it and how to deliver lessons effectively.

		Overview	Phonics	High Frequency Words	Vocabulary	Grammar & Language Structures	SSLOs
World of Wonders	Week 1: Our Beautiful Planet	Learners explore natural landforms and describe them using superlatives to compare features of the Earth.	or ore aw au	like by my I too	mountain river waterfall ocean island cave valley lake	Superlatives (Developing) [highest, largest, longest, smallest, deepest, biggest] Language Structure: What's the _____? It's the largest/smallest/oldest _____. ____ is the _____. Examples: What's the highest mountain? It's the deepest lake in England. Mount Everest is the highest mountain in the world. FL.6 Describing places	Literacy Readiness: 4.LR.P.3: Apply phonics knowledge independently while reading and writing unfamiliar words in grade-level texts. SLOC: 4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and emotions. Reading: 4.R.RF.3: Use punctuation and text features (e.g., headings, lists, dialogue) to guide fluency and expression. 4.R.VD.2: Use dictionaries, glossaries and digital tools to clarify and confirm word meanings. 4.R.RC.2: Summarise key ideas, themes and supporting details from a text. Writing: 4.W.SWU.1: Spell multisyllabic words using knowledge of common prefixes, roots, and suffixes.
	Week 2: Exploring Space	Learners learn about planets, stars, and astronauts while using simple facts and compound nouns to describe space.	air ear ear are	very have when about	Earth planet space star moon sun astronaut rocket	Present Simple Yes/No Question [Do you know ____?] Compound Nouns [space station, rocket ship, starlight, space suit] Language Structure: Do you know that ____? (Simple facts about space) Space has millions of stars. Astronauts travel to space in rocket ships. Examples: Astronauts live in the space station. Rocket ships carry astronauts to the moon. Starlight travels very fast. FL.6 Describing places	Literacy Readiness: 4.LR.P.3: Apply phonics knowledge independently while reading and writing unfamiliar words in grade-level texts. SLOC: 4.SLOC.DCC.1: Participate in discussions by asking relevant follow-up questions. 4.SLOC.LC.4: Summarise spoken information with main points and key details. Reading: 4.R.RF.3: Use punctuation and text features (e.g., headings, lists, dialogue) to guide fluency and expression. 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words. Writing: 4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers. 4.W.WC.3: Apply commas in compound sentences and after introductory phrases.

		Overview	Phonics	High Frequency Words	Vocabulary	Grammar & Language Structures	SSLOs
World of Wonders	Week 3: Incredible Inventions	Learners identify important inventions and explain how they help people in daily life using verb phrases.	y ph wh e	way say may away	invention computer phone machine electricity scientist	Present Simple Verb Forms (verb + object + infinitive) Language Structure: _____ help us _____ and _____. _____ help people _____. _____ help us _____. Examples: Computers help us play games and do homework. Phones help people call their friends. Cars help us travel from place to place. Lights help people see at night.	Literacy Readiness: 4.LR.P.2: Read and spell words with less common vowel and consonant patterns. SLOC: 4.SLOC.LC.4: Summarise spoken information with main points and key details. 4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and emotions. 4.SLOC.OLD.5: Organise ideas clearly when sharing information. Reading: 4.R.VD.2: Use dictionaries, glossaries and digital tools to clarify and confirm word meanings. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts. Writing: 4.W.WP.1: Develop and organise writing ideas using planning strategies. 4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers.
	Week 4: Amazing Structures	Learners learn about famous buildings and monuments and describe when, where, and how they were built using the past simple.	Compound words Numbers Contractions	HFW REVISION	tower skyscraper pyramids design build metal glass stone	Past Simple (reg and intro. to irregular) [built, made] Language Structure: People _____ the _____ in _____. They used _____ to build _____. They made the _____ with _____. Examples: People built the Burj Khalifa in Dubai. Engineers designed the Eiffel Tower in France. They used strong metal and glass to build the Museum of the Future. Workers worked for many years to finish the Great Wall of China. People made the pyramids with big stones.	Literacy Readiness: 4.LR.P.3: Apply phonics knowledge independently while reading and writing unfamiliar words in grade-level texts. SLOC: 4.SLOC.LC.4: Summarise spoken information with main points and key details. 4.SLOC.PP.1: Deliver a short, organised talk with a clear topic, key points, and conclusion. Reading: 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts. Writing: 4.W.WP.3: Revise drafts to improve word choice, sentence variety, and overall organisation. 4.W.WPD.4: Develop informative texts using facts and explanations related to familiar topics.

		Overview	Phonics	High Frequency Words	Vocabulary	Grammar & Language Structures	SSLOs
World of Wonders	Week 5: Machines: Then and Now	Learners compare old and modern machines to show how technology has changed using past and present tenses.	Days Months Colours	HFW REVISION	robot computer smartphone camera drone tablet smartwatch	Present Simple vs Past Simple <u>Language Structure:</u> In the past, _____. Now, _____ In the past, _____ but now, _____. Examples: In the past, robots worked in factories, Now, robots clean homes and help people. In the past, watches only showed the time, but now smartwatches check our health.	Literacy Readiness: 4.LR.HP.2: Produce well-formatted written work that enhances readability and visual appeal. 4.LR.P.4: Use pattern recognition to decode and spell new vocabulary. SLOC: 4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and/or emotions. Reading: 4.R.ERT.2: Compare and contrast information between two texts on the same topic. 4.R.TTP.1: Identify distinguishing features of various text types. 4.R.ERT.4: Identify how different text features support understanding. Writing: 4.W.WPD.4 Develop informative texts using facts and explanations related to familiar topics. 4.W.WC.3: Apply commas in compound sentences and after introductory phrases.
	Week 6: Amazing People	Learners discover inventors and explorers and ask and answer “Who” questions to describe their achievements.	dge g	great find kind behind	invent inventor science scientist explore explorer discover	Wh- Questions (past simple) [Who invented the lightbulb? Who studied science to help sick people? Who explored space to learn about Mars?] <u>Language Structure:</u> Who invented/discovered/explored _____? _____ invented/discovered/explored _____ to _____. Examples: Who invented the lightbulb? Who explored space to learn about Mars? Ahmed bin Majid travelled across the ocean to discover new places. Marie Curie studied science because she wanted to help sick people.	Literacy Readiness: 4.LR.P.4: Use pattern recognition to decode and spell new vocabulary. 4.LR.HFW.3: Recognise and use high frequency words with multiple meanings. (e.g. break, mind) SLOC: 4.SLOC.DCC.1: Participate in discussions by asking relevant follow-up questions. 4.SLOC.DCC.2: Summarise main ideas from a group discussion. Reading: 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words. 4.R.ERT.4: Identify how different text features support understanding. Writing: 4.W.WP.1: Develop and organise writing ideas using planning strategies. 4.W.WPD.4: Develop informative texts using facts and explanations related to familiar topics.

		Overview	Phonics	High Frequency Words	Vocabulary	Grammar & Language Structures	SSLOs
World of Wonders	Week 7: City Problems, Smart Solutions!	Learners identify city problems and explain how people solved them in the past using “so” to show cause and effect.	c kn	wild climb old gold	pipes pollution drains flood heat noise bricks	Past Simple [needed, built, made, used, helped, worked, fixed] Coordinating Conjunctions (‘so’ to show a result) <u>Language Structure:</u> _____, so _____. Examples: It rained a lot, so they built drains.	Literacy Readiness: 4.LR.P.1: Use a range of syllabication strategies to decode unfamiliar multisyllabic words. 4.LR.HP.2: Produce well-formatted written work that enhances readability and visual appeal. SLOC: 4.SLOC.PP.1: Deliver a short, organised talk with a clear topic, key points, and conclusion. 4.SLOC.PP.2: Use a clear voice and simple gestures to help listeners understand. Reading: 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words. 4.R.RC.4: Make and justify predictions and inferences with supporting evidence. Writing: 4.W.WC.3: Apply commas in compound sentences and after introductory phrases. 4.W.WPD.4: Develop informative texts using facts and explanations related to familiar topics. 4.W.WP.3: Revise drafts to improve word choice, sentence variety, and overall organisation.
	Week 8: Future Cities	Learners imagine what future cities will look like and make simple predictions using the future tense “will.”	gn wr	would could should door floor	future smart clean green plan energy building transportation	Simple Future (will) <u>Language Structure:</u> What do you think cities will look like? In the future, cities will _____. People will _____. We will _____. Examples: What do you think cities will look like? In the future, cities will be clean and green. People will live in smart buildings. We will use clean energy like solar power.	Literacy Readiness: 4.LR.P.1: Use a range of syllabication strategies to decode unfamiliar multisyllabic words. 4.LR.HP.2: Produce well-formatted written work that enhances readability and visual appeal. SLOC: 4.SLOC.DCC.4: Express opinions and provide reasons using simple sentences. 4.SLOC.PP.2: Use a clear voice and simple gestures to help listeners understand. Reading: 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words. 4.R.RC.4: Make and justify predictions and inferences with supporting evidence. Writing: 4.W.WC.3: Apply commas in compound sentences and after introductory phrases. 4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples. 4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.

Components of the Scope and Sequence

Unit (Theme and Sub-Themes)

Each unit is structured around a broad theme and supported by carefully selected sub-themes. The sub-themes are designed to activate prior knowledge and extend understanding through exploration, description and comparison.

Approaching the curriculum from a thematic perspective support constructive pedagogy, aligning with the principles of Structured Literacy. Relatable themes help build on learners' lived experiences while expanding their world view. The content that derives from the themes introduces vocabulary and language structures that support age-appropriate expression, cultural awareness and real-life communication

Overview

The overview offers a weekly summary of the core learning focus, describing the communicative goals, language functions and topic-based contexts. It helps teachers understand the 'why' behind the weekly content and guides lesson planning that is purposeful, age-appropriate and relevant to learners' lives.

Phonics

The phonics component introduces and reinforces key sound-letter relationships that build learners' decoding and spelling skills. It focuses on recognising, saying, reading and writing target sounds in isolation and within familiar words drawn from the weekly theme. Phonics instruction follows a systematic and cumulative approach, starting with single letter sounds and progressing to common digraphs and vowel patterns. Lessons emphasise phonemic awareness through multisensory activities such as listening, blending, segmenting and rhyming. Phonics learning is closely connected to vocabulary and reading outcomes, enabling learners to apply their sound knowledge to meaningful words and texts with growing confidence and accuracy.

High-Frequency Words (HFWs)

High-Frequency Words (HFWs) in Grade 4 are not explicitly phonics-based, as in earlier grades, but are selected for their utility in reading fluency and writing accuracy. In the Scope and Sequence, vocabulary and HFWs are listed separately to clarify their instructional

purpose. Teachers are encouraged to reinforce these words through oral practice, reading tasks and regular written use, ensuring retention and transfer.

Week	Sub-theme	High Frequency Word List
1	Our Beautiful Planet	like, by, my, I, too
2	Exploring Space	very, have, when, about
3	Incredible Inventions	way, say, may, away
4	Amazing Structures	HFW revision
5	Machines: Then and Now	HFW revision
6	Amazing People	great, find, kind, behind
7	City Problems, Smart Solutions	wild, climb, old, gold
8	Future Cities	would, could, should, door, floor

Vocabulary

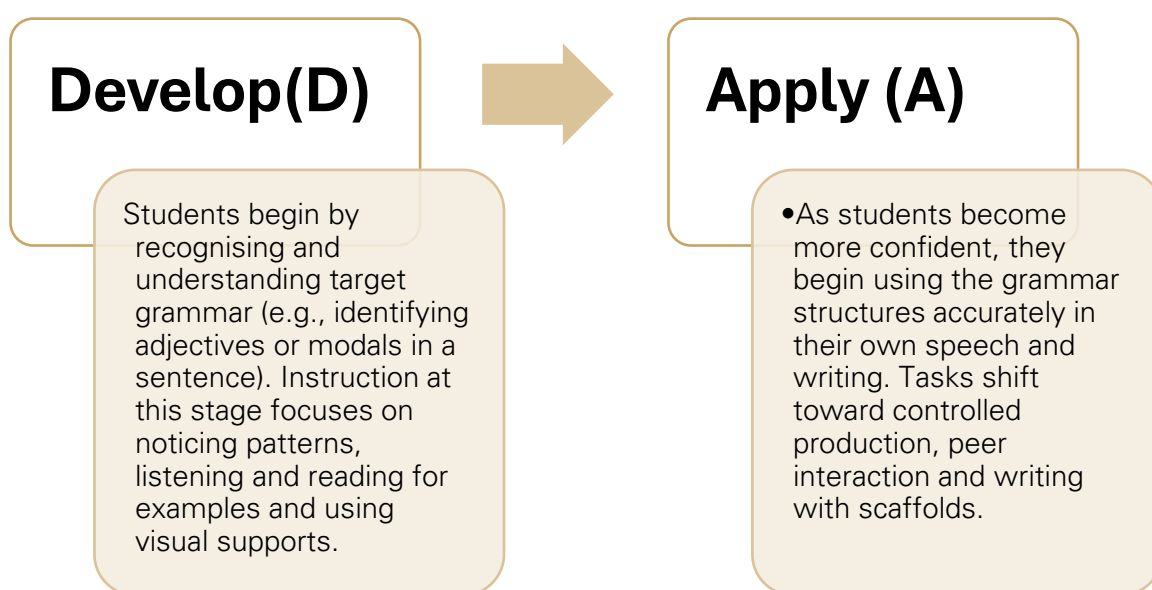
Vocabulary in Grade 4 is selected to support the unit theme and reflect CEFR A1–A2.1 expectations. Words are chosen for both thematic relevance and language function, helping students describe, explain and compare. Vocabulary lists include high-utility nouns, verbs, adjectives and prepositions that are directly connected to weekly content. The following table presents the vocabulary lists for each week in Term 2:

Week 1	Week 2	Week 3
mountain river waterfall ocean island cave valley lake	earth planet space star moon sun astronaut rocket	invention computer phone machine electricity scientist
Week 4	Week 5	Week 6
tower skyscraper pyramids design build metal glass stone	robot computer smartphone camera drone tablet smartwatch	invent inventor science scientist explore explorer discover
Week 7	Week 8	
pipes pollution drains flood heat noise bricks	future smart clean green plan energy building transportation	

Grammar instruction builds on the foundations established in earlier years, supporting learners as they move toward confident, independent use of grammar in both spoken and written communication. Aligned to CEFR A1–A2 and MoE Level 2.2, grammar is taught not as an isolated set of rules but as a tool for expressing meaning within real-life and academic contexts.

Developmental Approach

Grammar is introduced through a two-stage progression:

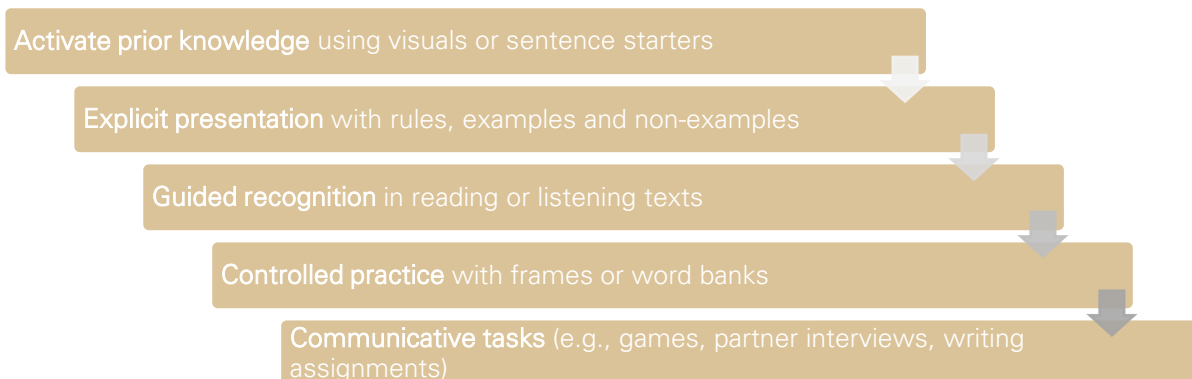


Each grammar point is revisited throughout the year with increasing complexity, following a spiral curriculum model. For example, students may first use modals in short imperative sentences (“You should be quiet”) and later apply them in extended procedural writing or persuasive texts. Authentic application is encouraged through:

- Role-plays using wh-questions and past simple
- Sentence starters and models for comparative writing
- Describing familiar places using expanded noun phrases
- Expressing feelings and preferences using subordinating conjunctions (e.g., *because, when*)

Instructional Practices

Effective grammar teaching in Grade 4 follows a consistent routine:



Daily warm-ups and sentence editing tasks provide valuable review. Weekly writing and oral tasks serve as informal assessments of grammar in use. Teachers are encouraged to revisit previously taught grammar when introducing new content, ensuring continuity and consolidation.

The following table provides a comprehensive overview of all grammar points covered across Grades 3 and 4, indicating the developmental level expected for each grade. This reference enables teachers to understand progression expectations and plan instruction accordingly.

	Grade 1	Grade 2	Grade 3	Grade 4
Adjectives				
1. position	D	D	A	A
2. comparatives			D	D
3. superlatives			D	D
4. participle adjectives			D	D
5. adjectives followed by prepositions/ infinitives			D	D
Adverbs				
1. manner	D	D	A	A
2. sequencing			D	D
3. frequency	D	D	A	A
4. time and place	D	D	A	A
5. adverbial linkers			D	D
6. degree			D	D
Clauses and Phrases				
1. imperatives	D	D	A	A

Conditionals				
1. zero conditional			D	D
2. first conditional				D
Conjunctions				
1. coordinating	D	D	A	A
2. subordinating	D	D	D	A
Determiners				
1. indefinite article (a/an)	D	D	A	A
2. definite article (the)	D	D	A	A
3. zero article	D	D	A	A
4. demonstratives (this, that, these, those)	D	D	A	A
5. quantifiers	D	D	A	A
Modals				
1. present modals	D	D	A	A
2. semi-modals			D	D
Nouns				
1. plurals – regular	D	D	A	A
2. plurals - irregular			D	D
3. countable/ uncountable	D	D	A	A
4. possessive 's'			D	D
5. group (collective) nouns			D	D
6. proper nouns	D	D	A	A
7. compound nouns	D	D	A	A
8. noun phrases	D	D	A	A
Phrasal Verbs				
1. non-separable	D	D	A	A
2. separable			D	D
Prepositions				
1. place	D	D	A	A
2. time	D	D	A	A
3. movement	D	D	A	A
4. dependent prepositions	D	D	A	A
Present Time				
1. present simple (including verb 'to be')	D	D	A	A
2. present continuous	D	D	A	A
Past Time				
1. past simple (including verb 'to be')	D	D	A	A

Future Time				
1. simple future (will and shall)	D	D	A	
2. future time (going to)		D	D	
3. future time (present continuous)		D	D	
4. future continuous		D	D	
Pronouns				
1. personal/ subject pronouns	D	D	A	A
2. object pronouns	D	D	D	A
3. dummy subject	D	D	A	A
4. possessive pronouns	D	D	A	A
5. possessive adjectives	D	D	A	A
6. one, ones, none			D	D
7. indefinite pronouns	D	D	A	A
8. reflexive pronouns			D	D
Questions				
1. yes/ no questions	D	D	A	A
2. wh-questions	D	D	A	A
Reported Speech				
1. reporting statements			D	D
Verb Forms				
1. gerunds			D	D
2. verb + to + infinitive/ verb + infinitive/ verb + ing			D	A

Key: A = Applying (Independent Production), D = Developing (Recognition & Understanding)

Using This Reference Table

This table serves multiple purposes for instructional planning:

- Lesson Planning: Identify which level to target for each grammar point
- Assessment Design: Align assessment expectations with developmental levels
- Progress Monitoring: Track student movement from D to A levels
- Differentiation: Adjust instruction based on individual student needs
- Curriculum Mapping: Understand progression across grade levels

Grammar Development Guides

The following tables outline the key grammatical forms and sentence patterns learners will use to communicate meaning within each theme:

Grammar Development Guides

The following tables outline the key grammatical forms and sentence patterns learners will use to communicate meaning within each theme

Week	Subtheme	Grammar Focus	Examples
1	Our Beautiful Planet	Superlatives (highest, largest, longest, smallest, deepest, biggest) - DEVELOPING	What's the highest mountain? It's the deepest lake in England. Mount Everest is the highest mountain in the world.
2	Exploring Space	Yes/No Questions Compound Nouns (space station, rocket ship, starlight, space suit)	Astronauts live in the space station. Rocket ships carry astronauts to the moon. Starlight travels very fast.
3	Incredible Inventions	Verb Forms (verb + object + infinitive)	Computers help us play games and do homework. Phones help people call their friends. Cars help us travel from place to place.
4	Amazing Structures	Past Simple (regular and introduction to irregular)	People built the Burj Khalifa in Dubai. They used strong metal and glass to build the Museum of the Future. People made the pyramids with big stones.

Week	Subtheme	Grammar Focus	Examples
5	Machines: Then and Now	Present Simple vs Past Simple	In the past, robots worked in factories, Now, robots clean homes and help people. In the past, watches only showed the time, but now smartwatches check our health.
6	Amazing People	Wh-Questions (Past Simple)	Who invented the lightbulb? Who explored space to learn about Mars
7	City Problems, Smart Solutions	Past Simple Coordinating Conjunctions ('so' to show a result)	It rained a lot, so they built drains.
8	Future Cities	Future Simple (will)	What do you think cities will look like? In the future, cities will be clean and green. People will live in smart buildings. We will use clean energy like solar power.

Specific Student Learning Outcomes (SSLOs)

In Term 2, teachers will work with the Specific Student Learning Outcomes (SSLOs) designated for Grade 4. SSLOs describe the knowledge, skills and language use that students are expected to demonstrate across the domains of the English curriculum. In Grade 4, these outcomes are aligned with CEFR A1–A2 expectations and serve as benchmarks for both teaching and assessment. They are carefully sequenced to promote progression across the weeks and support deepening of literacy, oral communication and language awareness. Unlike previous textbook-driven approaches, SSLOs shift the focus toward intentional learning ensuring that each lesson supports students in building specific skills that contribute to achieving broader Achievement Objectives (AOs) across the curriculum. This approach empowers teachers to be more responsive to learner needs and ensures students build foundational competencies in a structured and measurable way.

Using SSLOs to Guide Instruction

Teachers should use the SSLOs as planning anchors when designing lessons, selecting tasks and assessing student progress. Instead of teaching page by page, instruction begins with identifying the SSLO(s) for the week and then using content (see scope and sequence), stories, speaking tasks or writing activities to help students reach that outcome. Regular formative assessment (e.g., observation, questioning, student work samples) will assist teachers in monitoring progress and adjusting instruction to meet learning needs.

Example: 4.SLOC.OLD.2: *Use complex sentences to clearly show how ideas are connected when speaking*

Activity: City Life vs. Country Life

Objective:

Students will use complex sentences to compare and contrast life in the city and the countryside, incorporating coordinating conjunctions to connect ideas clearly.

Materials:

- Flashcards with pictures of city and country scenes (e.g., skyscrapers, villages, traffic, animals, tractors).
- Sentence frames (e.g., "In the city, there are _____, but in the country, there are _____.")
- Word bank with vocabulary (e.g., skyscraper, village, traffic, quiet, crowded, busy, tractor, animals).

- Grammar guide for Present Simple + Coordinating Conjunctions.

Procedure:

Step 1:

Introduce the vocabulary for the theme **City Life vs. Country Life** using flashcards and pictures.

Explain key differences between urban and rural environments, for example:

- "In the city, there are many skyscrapers and a lot of traffic."
- "In the country, it is quiet and there are many animals."

Introduce the grammar focus: **Present Simple + Coordinating Conjunctions** (e.g., "In the city, it is crowded, but in the country, it is quiet.").

Step 2:

Model the sentence structure with coordinating conjunctions like **and**, **but** and **so**. Provide examples:

- "In the city, there are many buildings and busy streets, but in the country, there are farms and wide fields."
- "People in the city are always busy, but in the country, people live a slower life."

Have students repeat the sentences after you and practice using the new vocabulary.

Step 3:

Pair students and have them use sentence frames to compare and contrast the city and country using the vocabulary:

- Student 1: "In the city, there is a lot of traffic, but in the country, it is quiet."
- Student 2: "In the city, people are busy and in the country, people are relaxed."

Encourage students to use **coordinating conjunctions** (and, but, so) to connect ideas clearly.

Step 4:

Ask students to share their comparisons with the class. They should use complex sentences to describe differences between city life and country life:

- "In the city, it is crowded and noisy, but in the country, it is peaceful and quiet."
- "In the city, there are tall buildings, but in the country, there are farms and animals."

Allow students to practice using the new vocabulary and grammar in their presentations.

Assessment:

- Observe if students are using **complex sentences** with coordinating conjunctions (e.g., "but," "and") to connect their ideas clearly.

- Listen for the use of **Present Simple** to describe facts about city and country life. Are students making comparisons effectively?
- Assess whether students can use new vocabulary accurately (e.g., skyscraper, village, tractor, crowded) in context.
- Provide feedback on how students can improve the structure of their sentences to connect ideas more clearly.

Note: The example provided illustrates how Specific Student Learning Outcomes (SSLOs) can be utilised to guide instruction and assess learner progress in the absence of traditional textbooks, as teaching will no longer follow a page-by-page approach. Please be advised that this example does not adhere to the formal lesson plan format. Teachers are expected to use and adhere to the lesson plan format prescribed by their respective schools or the Ministry of Education for all instructional planning.

Furthermore, while the example is generic, it is important to recognise that each classroom will include learners with varying academic needs. To support differentiated instruction, refer to the [Mastery Explanatory Notes \(MENs\)](#) , which provide a detailed breakdown of each SLO. These notes describe what the SLO looks like at three levels: **below level** (learners requiring additional support), **at level** and **mastery at greater depth** (learners working beyond the expected level).

Competency Skills

Competency skills are the knowledge, behaviours and attitudes students need to thrive in school, life and the wider world. These include the ability to think critically, understand and respect different cultures, care for the environment, manage emotions and use technology safely and effectively. In today's interconnected world, such skills are essential not only for academic achievement but for developing responsible, compassionate and adaptable learners. Embedding these competencies in the English classroom helps students apply language meaningfully while preparing them to navigate real-world challenges as confident and capable global citizens.

Integrating Global Competency Skills in English Lessons

In Grade 4, the English curriculum plays a key role in developing essential global competencies that go beyond academic literacy. Teachers are expected to embed cultural awareness (with a UAE context), wellbeing, environmental sustainability and digital literacy into their language lessons. These skills are vital for nurturing students who are empathetic, informed and capable of contributing positively to their communities.

Embedding these competencies is not an add-on, it is part of the teaching approach. Lesson planning should begin by identifying natural connections between the unit content and relevant competency skills. For example, when exploring daily routines or transportation, teachers can integrate discussions about sustainable habits or cultural differences in how people live and move around the world.

The inclusion of these competencies in the English lessons supports UNESCO's SDG 4.7, the OECD Learning Compass 2030 and the UAE Centennial 2071 goals, which all emphasise preparing students for the challenges of the future through inclusive, responsible and sustainability-minded education.

How to Teach Competency Skills in English Lessons:

- ***Cultural Awareness:*** Use descriptive texts, speaking tasks and visual prompts to explore traditions, clothing, or homes in the UAE and beyond. Encourage respectful comparisons and personal reflections.
- ***Wellbeing:*** Incorporate role-play, stories and classroom discussions to explore emotions, friendship, kindness and decision-making.

- ***Sustainability.*** Use reading and writing activities to discuss topics like waste reduction, healthy habits and caring for the environment. Students can create posters, pledges, or simple action plans.
- ***Digital Literacy:*** Integrate digital tools during writing or research tasks. Teach students how to log in, type, save documents and practice responsible digital behaviour.

COMPETENCY SKILLS DEVELOPMENT GUIDE

Week		Sub-Theme	UAE Context	Wellbeing	Sustainability	Digital Literacy
Week 1	WORLD OF WONDERS	Our Beautiful Planet	Identify and name natural wonders in the UAE such as Hajar Mountains or Liwa Desert.	Express appreciation for nature by writing a short gratitude poem or creating a “My Favourite Place” mini-poster/PPT.	Explain one way people can protect nature (e.g., avoid littering, save water).	Create a simple slideshow with text and pictures of UAE natural places.
Week 2		Exploring Space	Discuss the UAE Space Agency's Mars Mission (Hope Probe) and name Emirati astronauts.	Show curiosity and wonder about the universe by sharing “I wonder...” questions.	Explain how satellites help monitor Earth's weather and pollution.	Explore a virtual space tour or use an interactive space app and share one fact learned.
Week 3		Incredible Inventions	Identify inventions made or used in the UAE that help daily life (e.g., water desalination, smart gates).	Talk about how inventions make life easier and safer (Responsible Decision-Making).	Design or draw an eco-friendly invention that helps save energy or water.	Use an online drawing or design tool to label and present their invention idea.
Week 4		Amazing Structures	Identify famous UAE buildings (e.g., Burj Khalifa, Louvre Abu Dhabi) and their purposes.	Work collaboratively to design a building model (Self-Management, teamwork).	Explain how building design can help the planet (e.g., solar panels, wind towers).	Create a labelled diagram of a building using a simple digital tool or slideshow.
Week 5		Machines: Then & Now	Compare old Emirati tools with modern technology used in the UAE today.	Discuss feelings about using technology responsibly (Self-Awareness).	Identify machines that reduce energy waste or pollution.	Make a digital “Then and Now” poster comparing an old and new machine using images.
Week 6		Amazing People	Learn about notable Emirati scientists or explorers (e.g., Hazza Al Mansouri, Sara Al Amiri).	Show respect and appreciation for the achievements of others (Social Awareness).	Explain how explorers and scientists help protect or improve our planet.	Create a short digital biography slide or mini-video about an inspiring person.
Week 7		City Problems, Smart Solutions!	Identify common city challenges in the UAE such as heat, sandstorms or traffic.	Identify how teamwork helps solve community problems (Social Awareness).	Suggest ways to make cities cleaner and safer (e.g., recycling, green transport).	Use a mind map or poster-making app to show smart city solutions.
Week 8		Future Cities	Discuss Masdar City and how the UAE plans for sustainable urban living.	Imagine their dream eco-city, expressing pride and hope (Self-Awareness).	Design features for a future eco-friendly city that uses renewable energy.	Create a digital drawing, 3D model, or simulation of their “Future City” using a digital design tool.

Mastery Explanatory Notes

Mastery Explanatory Notes (MENs) outline the expected progression of each Specific Student Learning Outcome (SSLO), breaking down performance into working toward mastery, mastery and mastery with greater depth. They highlight observable behaviours and practical indicators of learning, rather than abstract criteria. MENs provide teachers with strategies and examples to scaffold instruction, differentiate support and extend learning for students at varying levels. Each note directly links to the week's vocabulary, grammar and language functions, enabling teachers to monitor progress, provide targeted feedback and guide learners toward confident and accurate use of English in authentic contexts.

GRADE 4: MASTERY EXPLANATORY NOTES									
Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Literacy Readiness	Phonics	Use advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words independently.	4.LR.P.1	Use a range of syllabication strategies to decode unfamiliar multisyllabic words.	Identifies syllables and attempts to decode multisyllabic words using basic strategies with teacher guidance.	Effectively applies a range of syllabication strategies (e.g., chunking, identifying prefixes/suffixes) to decode unfamiliar multisyllabic words with minimal support.	Independently and consistently uses multiple syllabication strategies to decode complex unfamiliar words in fluent reading across texts.	The student can independently decode unfamiliar multisyllabic words using a variety of syllabication strategies while reading grade-level texts.	<p>Model how to break longer words into syllables using think-alouds and visual chunking (e.g., bas/ket/ball)</p> <p>Incorporate games such as syllable dice, decoding relays and digital activities that emphasise breaking words into parts</p> <p>Begin with compound words and scaffold toward more complex multisyllabic words</p> <p>Provide repeated exposure to word parts in context</p> <p>Pair oral reading with visual supports and chunking cues (slashes or colour-coded syllables)</p>

GRADE 4: MASTERY EXPLANATORY NOTES

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			4.LR.P.2	Read and spell words with less common vowel and consonant patterns.	Attempts to read/spell words with less common patterns with teacher prompts and partial accuracy.	Reads and spells a variety of less common vowel/consonant pattern words accurately with some support.	Reads and spells unfamiliar words with less common patterns confidently and independently in reading and writing.	The student reads and spells less common vowel and consonant patterns correctly in appropriate contexts.	<p>Explicitly teach less frequent patterns (e.g., 'ough', 'ear')</p> <p>Use word sorts and pattern charts</p> <p>Practice through dictation and text editing</p>

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			4.LR.P.3	Apply phonics knowledge independently while reading and writing unfamiliar words in grade-level texts.	Applies phonics knowledge with support to decode or spell some unfamiliar words in controlled contexts.	Applies learned phonics patterns to independently decode and spell unfamiliar grade-level words with general accuracy in reading and writing.	Independently and confidently applies phonics knowledge to decode and spell unfamiliar words across all reading and writing tasks, demonstrating fluency and flexibility.	The student independently applies phonics knowledge to accurately read and spell unfamiliar words in a variety of grade-level texts and writing tasks.	<p>Integrate daily dictation using unfamiliar grade-appropriate words with common patterns (e.g., -tion, -ough, vowel teams)</p> <p>Use sentence editing tasks that require students to correct phonetic spelling errors</p> <p>Provide word study routines (e.g., spelling pattern focus weeks)</p> <p>Support decoding in context through close reading of grade-level texts with guided questions</p> <p>Provide scaffolds such as word walls, personal spelling dictionaries or phoneme charts</p> <p>Offer think-alouds while decoding or spelling unfamiliar words together</p> <p>Reinforce word part analysis (prefix/root/suffix) and word families.</p>

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Literacy Readiness	Phonics	Use advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words independently.	4.LR.P.4	Use pattern recognition to decode and spell new vocabulary.	Recognises some patterns but needs support to apply them.	Applies pattern recognition independently to decode and spell new words.	Uses pattern recognition flexibly and confidently to decode/spell new vocabulary in varied contexts.	The student uses spelling and phonics patterns to decode and spell unfamiliar vocabulary independently.	Use pattern-based word sorts, games, and visual aids Reinforce pattern recognition through reading and writing practice
			4.LR.P.5	Recognise how changes in spelling affect pronunciation and meaning.	Notices some spelling changes but struggles with pronunciation/meaning changes.	Understands how certain spelling changes affect pronunciation and meaning with occasional prompts.	Independently recognises and explains how spelling variations affect word pronunciation and meaning across contexts.	The student can explain and use spelling variants that affect pronunciation and meaning appropriately.	Teach suffix/prefix effects on pronunciation (e.g., 'sign' vs. 'signal') Use comparative word studies and oral practice

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	High Frequency Words	Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.	4.LR.HFW.1	Spell and use multisyllabic high frequency words correctly.	Attempts to spell multisyllabic high frequency words with teacher guidance; occasional errors.	Spells and uses multisyllabic high frequency words accurately in reading and writing with minimal errors.	Consistently spells and uses multisyllabic high frequency words correctly in varied, spontaneous contexts.	The student accurately spells and applies multisyllabic high frequency words independently.	<p>Use word study notebooks with definitions and examples</p> <p>Dictation and personal word banks</p> <p>Practice with homophones and irregular spellings</p>

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Literacy Readiness	High Frequency Words	Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.	4.LR.HF W.2	Apply high frequency words correctly across different contexts and text types.	Uses high frequency words in simple contexts, sometimes inaccurately.	Uses high frequency words correctly across a range of text types and contexts.	Flexibly applies high frequency words with precision in diverse writing and speaking tasks.	The student uses high frequency vocabulary correctly and appropriately across contexts.	Teach contextual use through sentence frames and mini-lessons Reinforce with guided writing and editing tasks
			4.LR.HF W.3	Recognise and use high frequency words with multiple meanings.	Identifies and uses high frequency words with multiple meanings in basic oral or written sentences with guidance.	Correctly recognises and uses high frequency words with multiple meanings (e.g., “bat,” “watch”) in varied sentences, showing understanding of context.	Independently and fluently uses high frequency words with multiple meanings in diverse contexts, including descriptive, narrative and expository writing.	The student can independently recognise and apply high frequency words with multiple meanings in contextually appropriate ways across a range of oral and written tasks.	Word study tasks comparing meanings and usage (e.g., foldable charts, double-entry journals) Contextual guessing games (e.g., “Which meaning fits?” with sentence clues) Vocabulary-focused mini-lessons using real reading texts Highlight multiple meanings during shared reading Provide sentence frames showing different uses of the same word

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									Scaffold oral and written responses by prompting with “What does the word mean here?”
	Spelling Patterns	Apply advanced spelling and morphological strategies to understand, spell, and determine meanings of multisyllabic and content specific words.	4.LR.SP.1	Spell multisyllabic and subject specific vocabulary correctly.	Attempts to spell multisyllabic/subject -specific words with partial accuracy and support.	Spells multisyllabic and subject-specific vocabulary accurately with few errors.	Spells complex multisyllabic and subject-specific vocabulary independently and correctly across subjects.	The student accurately spells multisyllabic and content-specific words independently.	Use subject-focused word lists and morpheme breakdowns Practice through dictation and writing tasks in various subjects

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Literacy Readiness	Spelling Patterns	Apply advanced spelling and morphological strategies to understand, spell, and determine meanings of multisyllabic and content specific words.	4.LR.SP.2	Apply morphological knowledge to determine word meaning and spelling.	Recognises basic prefixes and suffixes (e.g., <i>un-</i> , <i>-ed</i>) and begins to use them with support to understand meaning and spelling.	Applies knowledge of common morphemes (e.g., <i>re-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) to accurately spell and interpret the meaning of words in writing tasks.	Independently applies morphological strategies to spell and infer meanings of multisyllabic and content-specific words across subject areas.	The student can independently apply morphological strategies (prefixes, suffixes, roots) to determine meaning and spelling of unfamiliar multisyllabic words in context.	<p>Morpheme trees or word-building charts</p> <p>Affix dictionaries or flipbooks</p> <p>Word dissection activities (e.g., breaking words into prefix + root + suffix)</p> <p>Vocabulary notebooks organised by morpheme</p> <p>Teach in small clusters (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>) with consistent exposure</p> <p>Use real-life contexts (e.g., subject-specific words like predictable, powerless)</p> <p>Use collaborative games like “Make-a-Word” with morpheme cards</p>
			4.LR.SP.3	Use spelling generalisations to write unfamiliar words.	Attempts to apply basic spelling rules with support.	Applies spelling generalisations accurately and consistently in writing unfamiliar words.	Confidently uses advanced spelling generalisations in writing new and complex words independently.	The student effectively applies spelling rules to write unfamiliar words correctly.	<p>Explicit teaching of common spelling generalisations and exceptions</p> <p>Practice in sentence writing and spelling tests</p>

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
	Handwriting & Presentation	Apply consistent formatting and layout features to create clear, organised texts that suit the purpose and enhance readability.	4.LR.HP.1	Format texts appropriately for different purposes with consistent layout.	Formats writing with support; text features such as headings or paragraphs may be incomplete or inconsistent.	Applies correct formatting features (e.g., titles, headings, paragraphs, spacing) appropriately for different writing purposes.	Independently applies consistent formatting and layout across multiple text types, using alignment and structure to support clarity and purpose.	The student can independently format texts with appropriate headings, spacing and layout for a range of writing purposes.	<p>Model various formats (e.g., letters, reports, stories) using exemplars and templates</p> <p>Teach formatting as part of the writing process (planning, drafting, editing)</p> <p>Use graphic organisers to help structure text layout</p> <p>Provide writing frames with formatting features for support</p> <p>Highlight and label sections (e.g., title, introduction, conclusion) during drafting</p> <p>Encourage revision with focus on layout clarity and audience awareness</p>

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Literacy Readiness	Handwriting & Presentation	Apply consistent formatting and layout features to create clear, organised texts that suit the purpose and enhance readability.	4.LR.HP.2	Produce well-formatted written work that enhances readability and visual appeal.	Produces writing with partial formatting and visual appeal, requiring prompts.	Produces well-formatted, legible writing that enhances readability and presentation.	Consistently produces polished, visually appealing writing suited to audience and purpose.	The student produces writing that is visually clear, well-organised, and reader-friendly independently.	<p>Encourage revision focused on layout and presentation</p> <p>Use self-checklists and peer review for presentation</p>
Speaking, Listening & Oral Communication	Listening Comprehension & Active Listening	Analyse and respond to complex spoken texts by identifying key themes, perspectives, implied meanings, and distinguishing between fact and opinion in varied contexts.	4.SLOC.LC.1	Follow complex multi-step instructions for new procedures.	Follows complex instructions with some clarification questions and may need occasional repetition.	Independently follows detailed multi-step instructions for unfamiliar procedures across various contexts.	Follows complex instructions accurately and can recognise when they have made an error in the sequence.	The student can independently follow detailed, multi-step oral instructions for new and unfamiliar procedures without repetition or clarification	<p>Increase to multi-steps with conditional and embedded instructions</p> <p>Include procedures requiring decision-making and problem-solving</p> <p>Practice with procedures from different subject areas and real-world contexts</p> <p>Encourage strategic note-taking for complex instructions</p> <p>Include procedures with alternative pathways or troubleshooting components</p>

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			4.SLOC.L C.2	Identify a speaker's purpose and point of view.	Identifies basic purpose and obvious point of view with some guidance.	Independently identifies speaker's purpose and point of view in various types of presentations.	Identifies speaker's purpose and point of view and can explain how they figured this out using specific examples.	The student can independently identify and explain both the purpose and point of view of speakers across various presentation types and topics.	<p>Distinguish between what speakers want to accomplish vs. their perspective</p> <p>Use examples where purpose and point of view may conflict or align</p> <p>Practice with persuasive and argumentative presentations</p> <p>Teach recognition of bias and perspective in different contexts</p> <p>Compare how different speakers address the same topic</p>

GRADE 4: MASTERY EXPLANATORY NOTES

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Speaking, Listening & Oral Communication	Listening Comprehension & Active Listening	Analyse and respond to complex spoken texts by identifying key themes, perspectives, implied meanings, and distinguishing between fact and opinion in varied contexts.	4.SLOC.L C.3	Interpret meaning using tone, context, and non verbal cues.	Recognises obvious tone and non-verbal cues; may miss subtle implications.	Independently interprets meaning by analysing tone, context, and non-verbal cues in various situations.	Interprets meaning from tone and body language and can explain how the speaker's voice or actions helped them understand the message.	The student can independently interpret the complete meaning of spoken messages by analysing verbal and non-verbal elements across various contexts.	<p>Teach how tone, pace, volume, and inflection affect meaning</p> <p>Practice identifying emotions and attitudes through voice and body language</p> <p>Use examples where tone contradicts words or adds layers of meaning</p> <p>Address cultural considerations in interpreting non-verbal communication</p> <p>Include analysis of recorded and live presentations</p>
			4.SLOC.L C.4	Summarise spoken information with main points and key details.	Creates summaries with main points and some key details; may include less important information.	Creates concise, accurate summaries that capture main points and most important supporting details.	Creates accurate summaries and can explain why they chose to include certain information and leave out other details.	The student can independently create accurate, concise summaries of spoken information that include main points and essential supporting details.	<p>Teach distinction between retelling, summarising, and synthesising</p> <p>Model how to prioritise and select most important information</p> <p>Practice with different types and lengths of spoken texts</p> <p>Teach various organisational patterns for summaries</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Include summarising of multimedia presentations with visual and audio elements
			4.SLOC.L C.5	Identify and differentiate between factual statements and personal opinions in oral presentations.	Identifies obvious facts and opinions with guidance; may be confused by confidently stated opinions.	Independently distinguishes between factual statements and personal opinions in various presentations	Identifies facts and opinions and can give simple explanations for how they can tell the difference.	The student can independently identify and explain the difference between factual statements and personal opinions in oral presentations across various topics.	<p>Teach signal words and phrases that indicate opinions vs. facts</p> <p>Practice with mixed presentations containing both facts and opinions</p> <p>Introduce concept of verifiable vs. unverifiable statements</p> <p>Teach students to question sources and seek evidence for factual claims</p> <p>Use age-appropriate current events and debates for authentic practice</p>

GRADE 4: MASTERY EXPLANATORY NOTES

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Speaking, Listening & Oral Communication	Oral Language Development	Express ideas fluently using precise vocabulary, complex sentence structures, and appropriate register across different contexts, audiences, and purposes.	4.SLOC. OLD.1	Use appropriate words and phrases to communicate ideas and emotions.	Uses generally appropriate vocabulary; may struggle with precise word choice or emotional expression.	Independently chooses appropriate words and phrases to clearly communicate ideas and emotions.	Uses appropriate words consistently and can choose between different words to express exactly what they mean.	The student independently selects and uses appropriate, precise vocabulary to clearly communicate ideas and emotions in various speaking contexts.	<p>Focus on precision and appropriateness rather than complexity</p> <p>Teach shades of meaning and word choice for different contexts</p> <p>Practice expressing emotions with specific vocabulary rather than general terms</p> <p>Model thoughtful word choice during discussions and presentations</p> <p>Connect vocabulary learning to authentic communication needs</p>
			4.SLOC. OLD.2	Use complex sentences to clearly show how ideas are connected when speaking.	Attempts complex sentences with support; connections between ideas may be unclear.	Independently uses complex sentences to clearly show relationships between ideas.	Uses complex sentences naturally and can show different types of connections (cause, time, condition).	The student independently uses complex sentences with appropriate subordinating conjunctions to clearly show relationships between ideas.	<p>Build from G3 compound sentences to complex sentence structures</p> <p>Teach subordinating conjunctions</p> <p>Practice showing different relationships</p> <p>Use graphic organisers to plan complex ideas before speaking</p> <p>Model complex sentences during content area discussions</p>

GRADE 4: MASTERY EXPLANATORY NOTES

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			4.SLOC. OLD.3	Support personal opinions with simple reasoning.	States personal opinions but may need prompting to provide reasoning; reasons may be basic or unclear.	Independently supports personal opinions with clear, simple reasoning.	Supports opinions with logical reasons and can give more than one reason for their thinking.	The student independently states personal opinions and provides clear, relevant reasoning to support their viewpoints.	<p>Teach opinion vs. fact and the importance of supporting opinions</p> <p>Model sentence frames like "I think... because..." and "My opinion is... and here's why..."</p> <p>Practice with age-appropriate topics students care about</p> <p>Encourage respectful disagreement and discussion</p> <p>Focus on logical reasoning rather than emotional appeals</p>

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Speaking, Listening & Oral Communication	Oral Language Development	Express ideas fluently using precise vocabulary, complex sentence structures, and appropriate register across different contexts, audiences, and purposes.	4.SLOC. OLD.4	Choose appropriate words and tone when speaking.	Generally uses appropriate words and tone; may need reminders for formal vs. informal contexts.	Independently adjusts word choice and tone appropriately for different audiences and purposes.	Adjusts words and tone appropriately and understands when to speak more formally or casually.	The student independently adjusts word choice and tone appropriately for different speaking situations, audiences, and purposes.	<p>Teach differences between formal and informal language</p> <p>Practice with different audiences (peers, adults)</p> <p>Model appropriate tone for different purposes (informing, entertaining)</p> <p>Use role-playing activities to practice different speaking contexts</p> <p>Connect to students' experiences with different social situations</p>
			4.SLOC. OLD.5	Organise ideas clearly when sharing information.	Attempts to organise ideas but may jump between topics or lack clear structure.	Independently organises ideas clearly with logical sequence and transitions when sharing information.	Organises ideas in a logical order and can plan what to say before speaking to make it clearer.	The student independently organises and presents ideas in a clear, logical sequence with appropriate transitions when sharing information orally.	<p>Teach organisational patterns (sequence, main idea-details, compare-contrast)</p> <p>Use graphic organisers to plan before speaking</p> <p>Model clear organisation during teacher presentations</p> <p>Practice with both informal sharing and formal presentations</p> <p>Emphasise the importance of clear organisation for listener understanding</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
	Discussion & Collaborative Communication	Engage in sustained, evidence based discussions by building on others' ideas, summarising key points, justifying opinions, and asking thought provoking questions.	4.SLOC.D CC.1	Participate in discussions by asking relevant follow up questions.	Participates in discussions; follow-up questions may be basic or need prompting.	Consistently asks relevant follow-up questions during discussions.	Asks thoughtful follow-up questions that help the group understand topics better.	The student independently asks relevant follow-up questions that build on others' contributions and deepen group understanding.	<p>Teach different types of follow-up questions</p> <p>Model how good follow-up questions improve discussions</p> <p>Practice listening for opportunities to ask follow-up questions</p> <p>Use think time before expecting follow-up questions</p> <p>Celebrate questions that move discussions forward</p>

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Speaking, Listening & Oral Communication	Discussion & Collaborative Communication	Engage in sustained, evidence based discussions by building on others' ideas, summarising key points, justifying opinions, and asking thought provoking questions.	4.SLOC.D CC.2	Summarise main ideas from a group discussion.	Attempts to summarise main ideas; may include less important details or miss key points.	Consistently and accurately summarises main ideas from group discussions.	Summarises main ideas accurately and can identify which ideas were most important to the discussion.	The student can independently provide accurate summaries of the main ideas discussed during group conversations.	<p>Teach the difference between main ideas and details</p> <p>Model summarising throughout discussions</p> <p>Use graphic organisers to track main ideas during discussions</p> <p>Practice summarising shorter discussions before longer ones</p> <p>Teach students to listen for key themes and repeated ideas</p>
			4.SLOC.D CC.3	Use different sentence types to communicate ideas clearly.	Uses mostly simple sentences; may attempt other sentence types with support.	Consistently uses different sentence types (statements, questions, exclamations) to communicate ideas clearly.	Uses different sentence types effectively and understands how different types help communicate different purposes.	The student independently uses a variety of sentence types appropriately to communicate ideas clearly during discussions.	<p>Teach purposes of different sentence types (statements for facts, questions for inquiry, exclamations for emphasis)</p> <p>Model using varied sentence types during discussions</p> <p>Practice converting between sentence types for different effects</p> <p>Use sentence type variety as a discussion goal</p> <p>Connect sentence variety to clear communication</p>

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			4.SLOC.D CC.4	Express opinions and provide reasons using simple sentences.	Expresses opinions but may need prompting to provide reasons; reasons may be unclear.	Independently expresses opinions and provides clear reasons using simple sentences.	Expresses opinions with clear reasons and can give more than one reason for their thinking.	The student independently expresses personal opinions and supports them with clear, logical reasons during group discussions.	<p>Teach opinion signal words and reasoning connectors ("because," "so")</p> <p>Model how to support opinions with logical reasons</p> <p>Use structured opinion activities before free discussions</p> <p>Practice distinguishing between good reasons and personal preferences</p> <p>Encourage respectful disagreement with others' opinions</p>

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Speaking, Listening & Oral Communication	Discussion & Collaborative Communication	Engage in sustained, evidence based discussions by building on others' ideas, summarising key points, justifying opinions, and asking thought provoking questions.	4.SLOC.D CC.5	Ask thoughtful questions to better understand a topic.	Asks questions to understand topics; questions may be basic or need prompting.	Independently asks thoughtful questions that demonstrate genuine curiosity and help deepen understanding.	Asks thoughtful questions that help both themselves and others understand topics better.	The student independently asks thoughtful, relevant questions that demonstrate curiosity and help deepen group understanding of topics.	<p>Teach what makes questions "thoughtful" (show curiosity, seek deeper understanding, build on others' ideas)</p> <p>Model thoughtful questioning during content discussions</p> <p>Practice generating questions before, during, and after learning about topics</p> <p>Use question stems that promote deeper thinking</p> <p>Create classroom culture that values good questions</p>
	Presentation & Performance	Deliver structured, multimodal presentations with clear organisational patterns, effective delivery techniques, and purposeful use of supporting materials and visual aids.	4.SLOC.P P.1	Deliver a short, organised talk with a clear topic, key points, and conclusion.	Delivers talks with some organisation; may need support with clear topic focus or conclusion.	Independently delivers short, organised talks with clear topic, key points, and conclusion.	Delivers well-organised talks and can connect key points clearly to the main topic.	The student can independently deliver a short, organised talk that includes a clear topic, 2-3 key points, and a simple conclusion.	<p>Teach simple presentation structure (introduction, body, conclusion)</p> <p>Use graphic organisers to plan presentations</p> <p>Model how to state topic clearly and preview key points</p> <p>Practice with familiar topics before attempting new ones</p> <p>Teach simple conclusion strategies</p>

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			4.SLOC.P P.2	Use a clear voice and simple gestures to help listeners understand.	Uses generally clear voice and some gestures; may need reminders about clarity or gesture use.	Consistently uses clear voice and simple gestures to help listeners understand.	Uses clear voice and effective gestures and understands how they help audience comprehension.	The student consistently uses clear voice and appropriate simple gestures that enhance audience understanding.	<p>Practice clear articulation through speaking exercises</p> <p>Teach purposeful gestures that support meaning rather than distract</p> <p>Model how voice and gestures work together to communicate</p> <p>Provide feedback focused on clarity and gesture effectiveness</p> <p>Use video recording to help students see and hear themselves</p>

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Speaking, Listening & Oral Communication	Presentation & Performance	Deliver structured, multimodal presentations with clear organisational patterns, effective delivery techniques, and purposeful use of supporting materials and visual aids.	4.SLOC.P P.3	Take part in a short role play using simple, practiced sentences.	Participates in role plays with support; may need prompting for dialogue or character actions.	Independently takes part in short role plays using simple, practiced sentences.	Participates effectively in role plays and can stay in character while using practiced sentences.	The student can independently participate in short role plays using appropriate, practiced sentences for their character.	Provide scripts or sentence frames for role play characters Practice dialogue and character actions before performing Use familiar scenarios and age-appropriate role play situations Model how to stay in character during role plays Start with partner role plays before group performances
				Use basic storytelling techniques to engage an audience.	Uses some storytelling techniques with support; may need prompting for engagement strategies.	Independently uses basic storytelling techniques to engage an audience.	Uses storytelling techniques effectively and can adjust based on audience response.	The student independently uses basic storytelling techniques (voice changes, pacing, gestures, eye contact) to keep audience engaged.	Teach specific techniques (voice changes, pausing for effect, eye contact, facial expressions) Model engaging storytelling through read-alouds and story sharing Practice with familiar stories before creating original content Provide feedback on audience engagement and technique use
			4.SLOC.P P.4						

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									Help students recognise audience cues and adjust accordingly
			4.SLOC.P P.5	Use pictures, drawings, or charts to help explain ideas when speaking.	Uses visual supports with some guidance; may not clearly connect visuals to spoken content.	Independently uses pictures, drawings, or charts to help explain ideas when speaking.	Uses visual supports effectively and can explain how they help make ideas clearer.	The student independently uses appropriate visual supports that clearly enhance understanding of spoken content.	<p>Teach how to choose visuals that support main ideas</p> <p>Model how to refer to and explain visual supports during presentations</p> <p>Practice holding and positioning visuals for audience viewing</p> <p>Connect visual supports to key points rather than using them as decoration</p> <p>Provide various options for creating visual supports (drawings, photos, simple charts)</p>

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Reading	Reading Fluency	Read a variety of increasingly complex texts fluently, adjusting pace and expression to enhance comprehension and reflect text purpose.	4.R.RF.1	Read texts with accuracy, phrasing, and expression that match genre and purpose.	Reads with generally appropriate accuracy and expression; may need support adjusting for different genres.	Consistently reads texts with accuracy, phrasing, and expression that appropriately match genre and purpose.	Reads with sophisticated expression that clearly matches genre expectations and enhances meaning.	The student consistently reads various text types with accuracy, appropriate phrasing, and expression that reflects the genre and reading purpose.	<p>Teach how different genres require different reading approaches</p> <p>Model reading poetry vs. information texts vs. stories</p> <p>Practice adjusting expression for different text purposes</p> <p>Connect genre features to appropriate reading expression</p> <p>Use authentic texts representing various genres and purpose</p>
			4.R.RF.2	Adjust reading pace based on text complexity and comprehension needs.	Generally reads at appropriate pace but may need reminders to adjust for complexity or comprehension.	Independently adjusts reading pace based on text complexity and comprehension needs.	Adjusts pace skillfully and can explain when and why to change reading speed.	The student independently adjusts reading pace appropriately when encountering challenging text or when comprehension requires closer attention.	<p>Teach students to recognise when text becomes more challenging</p> <p>Model slowing down for complex sentences, new vocabulary, or important information</p> <p>Practice with texts of varying complexity levels</p> <p>Help students monitor their own comprehension and adjust accordingly</p> <p>Connect pace adjustment to improved understanding</p>

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			4.R.RF.3	Use punctuation and text features (e.g., headings, lists, dialogue) to guide fluency and expression.	Uses punctuation and some text features to guide reading; may miss subtle cues or complex features.	Consistently uses punctuation and text features to guide appropriate fluency and expression.	Uses punctuation and text features effectively and understands how they support meaning and reading flow.	The student consistently uses punctuation marks and text features to guide appropriate expression, pacing, and emphasis when reading various text types.	<p>Teach how text features like headings, bullet points, and bold print affect reading</p> <p>Model reading different text formats (letters, articles, stories, poems)</p> <p>Practice with information texts containing varied text features</p> <p>Connect text features to author's purpose and meaning</p> <p>Use texts with complex dialogue and punctuation for advanced practice</p>

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Reading	Reading Fluency	Read a variety of increasingly complex texts fluently, adjusting pace and expression to enhance comprehension and reflect text purpose.	4.R.RF.4	Apply self-monitoring strategies (e.g., rereading, correcting errors) to maintain fluency and understanding.	Uses some self-monitoring strategies with prompting; may not consistently apply strategies.	Independently applies self-monitoring strategies to maintain fluency and understanding.	Uses self-monitoring strategies effectively and can choose the best strategy for different reading challenges.	The student independently uses appropriate self-monitoring strategies to maintain reading fluency and comprehension when difficulties arise.	<p>Teach specific self-monitoring strategies (rereading, slowing down, checking for meaning)</p> <p>Model internal thinking during reading when comprehension breaks down</p> <p>Practice strategy selection for different types of reading difficulties</p> <p>Help students develop metacognitive awareness of their reading process</p> <p>Connect strategy use to improved comprehension and fluency</p>
	Vocabulary Development	Expand vocabulary knowledge by using context clues, word parts, and reference tools to determine, clarify, and apply the meaning of unfamiliar words.	4.R.VD.1	Determine the meaning of unfamiliar words using context, affixes, and root words.	Determines meaning of unfamiliar words using one or two strategies with teacher support.	Independently determines meaning of unfamiliar words using context, affixes, and root words.	Uses multiple strategies effectively and can explain which strategies work best for different types of words.	The student independently uses context clues, affixes, and root words to determine the meaning of unfamiliar vocabulary across various texts.	<p>Teach common roots, prefixes, and suffixes systematically</p> <p>Model combining multiple strategies for word analysis</p> <p>Practice with increasingly complex multisyllabic words</p> <p>Use word analysis charts to break down challenging vocabulary</p>

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									Connect word analysis skills to improved reading comprehension
			4.R.VD.2	Use dictionaries, glossaries, and digital tools to clarify and confirm word meanings.	Uses reference tools with some support to find and understand word meanings.	Independently uses various reference tools to clarify and confirm word meanings.	Uses reference tools efficiently and can evaluate which tool provides the most helpful information.	The student independently selects and uses appropriate reference tools to clarify, confirm, or expand understanding of vocabulary.	<p>Teach efficient use of various reference tools and formats</p> <p>Model comparing information from different sources</p> <p>Practice using digital tools and online dictionaries appropriately</p> <p>Connect reference tool use to academic research and inquiry</p> <p>Teach evaluation of source reliability and appropriateness</p>

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Reading	Vocabulary Development	Expand vocabulary knowledge by using context clues, word parts, and reference tools to determine, clarify, and apply the meaning of unfamiliar words.	4.R.VD.3	Explain the difference in meaning between related words (e.g., synonyms, antonyms).	Identifies related words and explains basic differences with support.	Independently explains differences in meaning between related words.	Explains differences clearly and can choose the most appropriate word for specific contexts.	The student independently identifies and explains how related words differ in meaning, connotation, or usage.	<p>Teach precise distinctions between synonyms and their connotations</p> <p>Use word maps and scales to show relationships and differences</p> <p>Practice with words in various contexts to understand usage differences</p> <p>Connect word choice to audience and purpose in communication</p>
			4.R.VD.4	Use new vocabulary accurately in a range of oral and written tasks.	Uses new vocabulary in oral and written tasks; usage may occasionally be imprecise.	Consistently uses new vocabulary accurately in a range of oral and written tasks.	Uses new vocabulary precisely and can adapt word choice for different audiences and purposes.	The student consistently incorporates new vocabulary accurately and meaningfully across various oral and written communication tasks.	<p>Provide authentic opportunities for vocabulary use across content areas</p> <p>Model sophisticated vocabulary use in various communication contexts</p> <p>Encourage precise word choice over general vocabulary</p> <p>Connect vocabulary development to improved communication effectiveness</p> <p>Celebrate growth in vocabulary sophistication and accuracy</p>

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			4.R.VD.5	Categorise words by topic or meaning (e.g., energy sources, character traits, historical events).	Categorises words by topic or meaning with some guidance.	Independently categorises words by topic or meaning using clear classification systems.	Categorises words effectively and can create different classification systems for the same set of words.	The student independently organises vocabulary into logical categories based on topic, meaning, or conceptual relationships.	<p>Use content area vocabulary for meaningful categorisation tasks</p> <p>Teach multiple ways to classify the same set of words</p> <p>Connect categorisation to understanding conceptual relationships</p> <p>Use categorisation to support content area learning and retention</p> <p>Model how classification systems help organise and remember information</p>

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Reading	Understanding, Text Structures & Features	Identify how authors organise information using various common text structures (e.g., compare contrast, cause effect, problem solution) to achieve specific purposes across genres.	4.R.UTSF. 1	Distinguish between common text structures.	Distinguishes between some text structures with support.	Independently distinguishes between common text structures across various texts.	Distinguishes between text structures accurately and can explain how structure affects meaning.	The student can independently identify and distinguish between common text structures such as sequence, cause/effect, compare/contrast, problem/solution, and description.	<p>Teach signal words and phrases for each text structure</p> <p>Use graphic organisers specific to each structure type</p> <p>Practice with texts that clearly demonstrate each structure</p> <p>Connect text structure recognition to improved comprehension</p> <p>Model how understanding structure helps readers organise information</p>
			4.R.UTSF. 2	Apply knowledge of structure to complete procedural texts.	Applies knowledge of structure with teacher support; may miss some structural elements.	Independently applies knowledge of procedural structure to complete or organise procedural texts.	Applies structural knowledge effectively and can identify missing or misplaced elements in procedures.	The student can independently use understanding of procedural text structure to organise, complete, or fix procedural texts.	<p>Practice with procedures missing steps or presented out of order</p> <p>Teach essential elements of procedures (materials, steps, sequence)</p> <p>Use authentic procedural texts from various contexts</p> <p>Connect structural knowledge to following and creating procedures</p>

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									Model how proper structure makes procedures easier to follow
			4.R.UTSF.3	Differentiate between types of nonfiction texts based on their structures.	Differentiates between some nonfiction text types with guidance.	Independently differentiates between types of nonfiction texts based on their structures.	Differentiates between nonfiction types accurately and can explain how structure serves different purposes.	The student can independently identify different types of nonfiction texts (biography, how-to, informational article, etc.) based on their organisational structures.	<p>Use clear examples of different nonfiction types with distinct structures</p> <p>Teach how structure serves the purpose of each text type</p> <p>Practice with authentic nonfiction from various sources and subjects</p> <p>Connect text type recognition to appropriate reading strategies</p> <p>Model how different structures require different reading approaches</p>

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Reading	Understanding, Text Structures & Features	Identify how authors organise information using various common text structures (e.g., compare contrast, cause effect, problem solution) to achieve specific purposes across genres.	4.R.UTSF.4	Identify main ideas and supporting details in informational texts.	Identifies main ideas and some supporting details with support.	Independently identifies main ideas and supporting details in informational texts.	Identifies main ideas and supporting details accurately and can explain how details support the main idea.	The student can independently identify main ideas and relevant supporting details in informational texts across various topics.	<p>Teach students to look for topic sentences and summary sentences</p> <p>Use graphic organisers to show relationship between main ideas and details</p> <p>Practice distinguishing between important and less important details</p> <p>Model how supporting details provide evidence for main ideas</p> <p>Connect main idea identification to better comprehension and note-taking</p>
	Reading Comprehension	Demonstrate comprehension of increasingly complex texts by summarising key ideas, analysing details, making inferences, and justifying answers with evidence.	4.R.RC.1	Answer literal, inferential, and evaluative questions using text evidence.	Answers literal and inferential questions well; evaluative questions may need support.	Independently answers literal, inferential, and evaluative questions using appropriate text evidence.	Answers all question types with strong evidence and can explain their reasoning clearly.	The student can independently answer questions at all levels of thinking using specific, relevant evidence from the text.	<p>Teach different types of questions and appropriate strategies for each</p> <p>Model how evaluative questions require judgment based on text evidence</p> <p>Practice with questions that require analysis and evaluation of text</p> <p>Use question stems that promote higher-order thinking</p>

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									Connect advanced questioning to critical reading and thinking skills
			4.R.RC.2	Summarise key ideas, themes, and supporting details from a text.	Summarises key ideas and some details; may need support identifying themes.	Independently summarises key ideas, themes, and supporting details from texts.	Creates comprehensive summaries that capture important themes and can explain how details support main ideas.	The student can independently create summaries that capture the main ideas, important themes, and essential supporting details from texts.	<p>Teach difference between topic, main idea, and theme</p> <p>Model how to identify overarching themes vs. specific main ideas</p> <p>Use various text types to practice different summarising approaches</p> <p>Practice organising summaries logically and concisely</p> <p>Connect summarising to analysis and synthesis skills</p>

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Reading	Reading Comprehension	Demonstrate comprehension of increasingly complex texts by summarising key ideas, analysing details, making inferences, and justifying answers with evidence.	4.R.RC.3	Analyse how details support the main idea in a paragraph or section.	Identifies how some details support main ideas; analysis may be basic.	Independently analyses how details support main ideas in paragraphs or sections.	Analyses detail-main idea relationships clearly and can evaluate the effectiveness of supporting details.	The student can independently explain how specific details and examples support and develop the main ideas in text sections.	<p>Teach students to examine the relationship between general statements and specific support</p> <p>Model how different types of details serve different functions</p> <p>Use graphic organisers to show detail-main idea relationships</p> <p>Practice evaluating whether details adequately support main ideas</p> <p>Connect analysis skills to critical reading and writing</p>
			4.R.RC.4	Make and justify predictions and inferences with supporting evidence.	Makes predictions and inferences; justifications may be basic or need support.	Independently makes logical predictions and inferences with clear supporting evidence.	Makes sophisticated predictions and inferences and provides strong justifications with multiple pieces of evidence.	The student can independently make logical predictions and inferences and provide clear explanations supported by specific text evidence.	<p>Teach students to explain their thinking process when making inferences</p> <p>Model how to combine text clues with background knowledge</p> <p>Practice making inferences about character, setting, plot, and theme</p> <p>Use texts that require sophisticated inferential thinking</p>

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									Connect inference skills to deeper text analysis and interpretation
			4.R.RC.5	Identify the author's purpose and how it affects understanding of the text.	Identifies basic author's purpose; may need support connecting purpose to text understanding.	Independently identifies author's purpose and explains how it affects understanding of the text.	Identifies author's purpose clearly and can analyse how purpose influences text content, structure, and style.	The student can independently identify why the author wrote the text and explain how knowing the purpose helps them better understand the content.	<p>Teach common author purposes (inform, entertain, persuade, explain)</p> <p>Model how purpose affects word choice, structure, and content</p> <p>Use texts with clear but varied purposes for practice</p> <p>Practice identifying purpose in different text types and genres</p> <p>Connect author's purpose to critical reading and media literacy skills</p>

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Reading	Evaluating & Responding to Texts	Compare information from different texts, distinguish facts from opinions, and explain how text features help understanding.	4.R.ERT.1	Share opinions about a text and provide relevant reasons.	Shares opinions about texts; reasons may be general or need prompting for relevance.	Independently shares clear opinions about texts with relevant, logical reasons.	Shares well-developed opinions with multiple relevant reasons and can respond thoughtfully to others' opinions.	The student can independently express clear opinions about texts and support them with relevant, logical reasons based on text evidence.	<p>Teach students to distinguish between personal preference and analytical opinion</p> <p>Model providing relevant reasons that connect to text content and quality</p> <p>Use discussion formats that encourage opinion sharing with justification</p> <p>Practice evaluating the strength of reasons and evidence</p> <p>Connect opinion expression to persuasive communication and critical thinking</p>
			4.R.ERT.2	Compare and contrast information between two texts on the same topic.	Compares information between texts with support; may focus on obvious similarities or differences.	Independently compares and contrasts information between two texts on the same topic.	Makes detailed comparisons and can evaluate which text provides better or more complete information.	The student can independently identify similarities and differences in how two texts present information about the same topic.	<p>Use texts with clear connections but different perspectives or information</p> <p>Teach comparison vocabulary and organisational structures for analysis</p> <p>Use graphic organisers like Venn diagrams or comparison charts</p> <p>Model how comparing texts deepens understanding of topics</p>

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									Connect comparison skills to research and information evaluation
			4.R.ERT.3	Identify between facts and opinions in texts.	Identifies obvious facts and opinions; may need support with subtle examples.	Independently distinguishes between facts and opinions in various types of texts.	Distinguishes between facts and opinions accurately and can explain how to verify factual claims.	The student can independently identify statements as facts (can be proven) or opinions (personal beliefs or judgments) in various texts.	<p>Teach clear definitions and signal words for facts vs. opinions</p> <p>Use texts that mix facts and opinions for practice</p> <p>Model how to evaluate whether statements can be proven or verified</p> <p>Practice with different text types including persuasive and informational texts</p> <p>Connect fact/opinion distinction to critical reading and media literacy</p>

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Reading	Evaluating & Responding to Texts	Compare information from different texts, distinguish facts from opinions, and explain how text features help understanding.	4.R.ERT.4	Identify how different text features support understanding.	Identifies some text features and their functions with support.	Independently identifies various text features and explains how they support understanding.	Identifies text features effectively and can evaluate how well they support the author's purpose and reader comprehension.	The student can independently identify various text features (headings, captions, diagrams, etc.) and explain how they help readers understand the content.	<p>Teach common text features and their specific functions</p> <p>Use texts with varied and clear text features for practice</p> <p>Model how text features provide different types of information</p> <p>Practice using text features to preview, understand, and review content</p> <p>Connect text feature analysis to efficient reading strategies</p>
			4.R.ERT.5	Identify and describe the lesson or moral in a story, explaining how it connects to the characters or events.	Identifies story lessons or morals; connections to characters or events may need support.	Independently identifies lessons or morals and explains how they connect to characters or events.	Identifies complex lessons accurately and can explain how author develops the lesson through multiple story elements.	The student can independently identify the lesson or moral in stories and clearly explain how it is developed through character actions and story events.	<p>Use stories with clear themes developed through character growth and events</p> <p>Model tracing how lessons emerge through story progression</p> <p>Teach students to connect character decisions and consequences to broader lessons</p> <p>Practice identifying lessons that are implied rather than explicitly stated</p>

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									Connect lesson identification to understanding author's purpose and message
	Text Types & Purposes	Recognise how different text types use structured language to achieve specific purposes.	4.R.TTP.1	Identify distinguishing features of various text types.	Identifies distinguishing features of some text types; may need support with subtle distinctions.	Independently identifies distinguishing features across various text types.	Identifies distinguishing features accurately and can compare and contrast features across multiple text types.	The student can independently identify and explain the key features that distinguish various text types including fiction, nonfiction, poetry, drama, and digital texts.	<p>Extend to include more sophisticated text types (biography, historical fiction, persuasive writing)</p> <p>Teach subtle distinctions between similar text types</p> <p>Use authentic examples from various sources and media</p> <p>Practice identifying features in both print and digital formats</p> <p>Connect feature identification to genre study and reading strategy selection</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Text Types & Purposes	Recognise how different text types use structured language to achieve specific purposes.	4.R.TTP.2	Describe how text features help the reader understand the purpose.	Describes how some text features help with understanding; connections to purpose may be basic.	Independently describes how various text features help readers understand the author's purpose.	Describes text feature functions clearly and can evaluate how effectively features support the author's purpose.	The student can independently explain how specific text features support the author's purpose and help readers understand and use the text effectively.	<p>Teach how different features serve different purposes (navigation, comprehension, engagement)</p> <p>Use texts with varied and sophisticated text features</p> <p>Model analysing how features support or enhance the author's message</p> <p>Practice evaluating the effectiveness of text feature choices</p> <p>Connect text feature analysis to critical reading and design thinking</p>
			4.R.TTP.3	Recognise how authors adapt their writing for different audiences.	Recognises some ways authors adapt writing for audiences; may need support identifying specific adaptations.	Independently recognises how authors adapt their writing style, content, and features for different audiences.	Recognises author adaptations clearly and can explain how specific choices make texts more effective for their intended audiences.	The student can independently identify and explain how authors adjust their writing (vocabulary, tone, content, format) to meet the needs of different audiences.	<p>Use examples of texts on similar topics written for different audiences (children vs. adults, experts vs. beginners)</p> <p>Teach how vocabulary, sentence length, content complexity, and format change for different audiences</p> <p>Model analysing author choices and their intended effects on specific audiences</p> <p>Practice identifying target audiences based on text characteristics</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect audience awareness to effective communication and writing skills
Writing	Writing Conventions	Apply grade level punctuation and grammar conventions accurately and consistently, including apostrophes for possession, dialogue punctuation, and complex sentence punctuation.	4.W.WC.1	Use apostrophes to show possession for singular and plural nouns.	Uses apostrophes for possession with some support; may confuse singular and plural possessive forms.	Consistently uses apostrophes correctly to show possession for both singular and plural nouns.	Uses possessive apostrophes correctly and can explain the difference between singular and plural possessive forms.	The student consistently uses apostrophes correctly to show possession (cat's toy, cats' toys, children's books) in independent writing.	<p>Teach singular possessive before introducing plural possessive</p> <p>Use clear examples showing ownership relationships</p> <p>Practice distinguishing between possessive and plural forms</p> <p>Model apostrophe placement through shared writing</p> <p>Connect possessive forms to showing clear ownership relationships</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Conventions	Apply grade level punctuation and grammar conventions accurately and consistently, including apostrophes for possession, dialogue punctuation, and complex sentence punctuation.	4.W.WC.2	Punctuate dialogue correctly with quotation marks, commas, and paragraphing.	Punctuates dialogue with some support; may need help with comma placement or paragraphing.	Consistently punctuates dialogue correctly using quotation marks, commas, and appropriate paragraphing.	Punctuates dialogue correctly and can format conversations between multiple speakers clearly.	The student consistently punctuates dialogue correctly including quotation marks, commas, and new paragraphs for different speakers in independent writing.	<p>Build from Grade 3 basic quotation marks to complete dialogue punctuation</p> <p>Teach comma placement before and after dialogue tags</p> <p>Model paragraph breaks for new speakers through mentor texts</p> <p>Practice with simple conversations before complex dialogue</p> <p>Connect correct dialogue punctuation to clear character communication</p>
			4.W.WC.3	Apply commas in compound sentences and after introductory phrases.	Uses commas in some compound sentences and after obvious introductory phrases; may need support with complex cases.	Consistently applies commas correctly in compound sentences and after introductory phrases.	Uses commas correctly in various sentence types and can explain how commas help connect and organise ideas.	The student consistently uses commas correctly before coordinating conjunctions in compound sentences and after introductory phrases in independent writing.	<p>Teach comma placement before coordinating conjunctions (and, but, or, so)</p> <p>Model identifying introductory phrases vs. main clauses</p> <p>Practice with sentence combining activities</p> <p>Use mentor texts showing varied comma use</p> <p>Connect comma use to creating clear, complex sentences</p>

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GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
			4.W.WC.4	Construct and punctuate lists clearly and accurately in writing.	Constructs lists with appropriate punctuation; may need support with complex list formats.	Consistently constructs and punctuates various types of lists clearly and accurately.	Creates well-organised lists and can choose appropriate list formats for different purposes.	The student consistently creates clear, well-punctuated lists using appropriate formats (bulleted, numbered, or in-text series) in independent writing.	<p>Teach different list formats and their appropriate uses</p> <p>Model punctuation patterns for different list types</p> <p>Practice with various content areas requiring lists</p> <p>Connect list construction to clear organisation of information</p> <p>Use authentic writing purposes requiring list-making</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Conventions	Apply grade level punctuation and grammar conventions accurately and consistently, including apostrophes for possession, dialogue punctuation, and complex sentence punctuation.	4.W.WC.5	Edit and correct common punctuation and capitalisation errors in written work.	Identifies and corrects some punctuation and capitalisation errors with teacher support.	Independently edits and corrects common punctuation and capitalisation errors in their own writing.	Edits effectively for punctuation and capitalisation and can help others identify and correct similar errors.	The student independently identifies and corrects punctuation and capitalisation errors during the editing process in their own writing.	<p>Teach systematic editing strategies focusing on specific error types</p> <p>Model editing process through shared writing activities</p> <p>Use editing checklists focusing on punctuation and capitalisation</p> <p>Practice with both student writing and provided examples</p> <p>Connect editing skills to producing polished, professional writing</p>
	Spelling & Word Use	Apply advanced spelling strategies, including morphological analysis and spelling rules, to spell complex words accurately and select precise vocabulary for different writing purposes.	4.W.SWU.1	Spell multisyllabic words using knowledge of common prefixes, roots, and suffixes.	Spells multisyllabic words using some knowledge of word parts; may need support with complex words.	Independently spells multisyllabic words using knowledge of common prefixes, roots, and suffixes.	Uses word parts effectively to spell complex words and can break down new words to figure out spelling.	The student independently uses knowledge of common word parts to spell multisyllabic words accurately in their writing.	<p>Teach common prefixes (re-, un-, pre-), suffixes (-tion, -ment, -ful), and simple roots</p> <p>Use word building activities to practice combining word parts</p> <p>Model breaking down complex words to identify familiar parts</p> <p>Connect word part knowledge to both spelling and vocabulary development</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Practice with words from content area subjects
			4.W.SWU.2	Use reference tools (dictionaries, spell-check) to verify and correct spelling of unfamiliar words.	Uses reference tools with some support to verify and correct spelling.	Independently uses various reference tools to verify and correct spelling of unfamiliar words.	Uses reference tools efficiently and can choose the best tool for different spelling situations.	The student independently uses dictionaries, spell-check, and other reference tools to verify and correct spelling during the writing process.	<p>Teach efficient use of various reference tools including digital resources</p> <p>Model how to verify spelling when uncertain about word accuracy</p> <p>Practice using spell-check effectively while understanding its limitations</p> <p>Connect reference tool use to producing polished, accurate writing</p> <p>Encourage students to develop independent spelling verification habits</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Spelling & Word Use	Apply advanced spelling strategies, including morphological analysis and spelling rules, to spell complex words accurately and select precise vocabulary for different writing purposes.	4.W.SWU .3	Write grade-level academic vocabulary accurately across different subject areas.	Writes most grade-level academic vocabulary correctly; may need support with subject-specific terms.	Consistently writes grade-level academic vocabulary accurately across different subject areas.	Uses academic vocabulary correctly and can spell subject-specific terms from memory in their writing.	The student consistently spells academic vocabulary words correctly when writing in various subject areas.	<p>Focus on academic vocabulary used across multiple subject areas</p> <p>Create subject-specific word walls and vocabulary resources</p> <p>Practice academic vocabulary through content area writing activities</p> <p>Connect academic vocabulary spelling to content comprehension</p> <p>Use systematic vocabulary study across all subjects</p>
			4.W.SWU .4	Select precise vocabulary to enhance meaning and match writing purpose and audience.	Selects appropriate vocabulary for some writing purposes; may need support matching words to audience.	Independently selects precise vocabulary that enhances meaning and matches writing purpose and audience.	Uses vocabulary very effectively and can explain how word choice affects readers and achieves writing goals.	The student independently chooses specific, appropriate vocabulary that enhances meaning and is suitable for their intended purpose and audience.	<p>Teach students to consider audience and purpose when choosing vocabulary</p> <p>Model word choice decisions during shared writing activities</p> <p>Practice adjusting vocabulary for different writing situations</p> <p>Connect vocabulary choice to effective communication and reader engagement</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Use mentor texts to analyse effective vocabulary choices
	Writing Production	Write coherent texts across various genres (narrative, informational, opinion, procedural), demonstrating control over sentence structure, grammar, and organisation appropriate to audience and purpose.	4.W.WPD .1	Compose structured texts with clear beginning, middle, and end.	Composes texts with basic structure; beginnings, middles, or endings may need support to be clear.	Independently composes structured texts with clear beginning, middle, and end.	Composes well-structured texts and can explain how each part serves a different purpose.	The student independently writes organised texts with clear introductions, developed middles, and appropriate conclusions.	<p>Teach specific purposes for beginnings (introduce topic), middles (develop ideas), and endings (conclude)</p> <p>Use graphic organisers to plan text structure</p> <p>Model structured writing through shared writing activities</p> <p>Practice with various text types that require clear structure</p> <p>Connect text structure to reader understanding and engagement</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Production	Write coherent texts across various genres (narrative, informational, opinion, procedural), demonstrating control over sentence structure, grammar, and organisation appropriate to audience and purpose.	4.W.WPD.2	Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers.	Uses simple and compound sentences with mostly consistent grammar; sentence variety may need support.	Consistently uses simple and compound sentences with correct grammar and varied sentence openers.	Uses sentence variety effectively and can revise writing to improve sentence structure and variety.	The student consistently writes grammatically correct simple and compound sentences with varied beginnings to create engaging, well-structured text.	<p>Build from Grade 3 basic sentence construction to emphasise variety and style</p> <p>Teach different sentence openers (time words, prepositional phrases, adverbs)</p> <p>Model sentence variety during writing instruction</p> <p>Practice revising writing to improve sentence structure and flow</p> <p>Connect sentence variety to engaging, sophisticated writing</p>
			4.W.WPD.3	Write opinion texts that include a clear statement and at least two supporting reasons or examples.	Writes opinion texts with clear statements; may need support developing sufficient reasons or examples.	Independently writes opinion texts with clear statements and at least two supporting reasons or examples.	Writes strong opinion texts with clear statements and well-developed supporting reasons that connect to the opinion.	The student independently writes opinion texts with clear opinion statements supported by at least two relevant reasons or examples.	<p>Teach opinion text structure (statement, reasons, conclusion)</p> <p>Model developing reasons that support opinion statements</p> <p>Practice with topics students have strong opinions about</p> <p>Use graphic organisers to plan opinion writing</p> <p>Connect opinion writing to persuasive communication and logical thinking</p>

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GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
			4.W.WPD.4	Develop informative texts using facts and explanations related to familiar topics.	Develops informative texts using some facts and explanations; may need support organising information clearly.	Independently develops informative texts using relevant facts and explanations about familiar topics.	Creates well-organised informative texts with clear facts and explanations that help readers understand the topic.	The student independently writes informative texts that include relevant facts and clear explanations about familiar topics.	<p>Focus on topics students know well from personal experience or study</p> <p>Teach how to select and organise relevant facts</p> <p>Model developing explanations that help readers understand</p> <p>Use research and note-taking to gather information for writing</p> <p>Connect informative writing to sharing knowledge and teaching others</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Production	Write coherent texts across various genres (narrative, informational, opinion, procedural), demonstrating control over sentence structure, grammar, and organisation appropriate to audience and purpose.	4.W.WPD.5	Create procedural texts with logical, step-by-step instructions using sequencing words.	Creates procedural texts with basic step-by-step instructions; may need support with logical order or sequencing words.	Independently creates procedural texts with logical, step-by-step instructions using appropriate sequencing words.	Creates clear procedural texts that others can follow successfully and includes helpful details in instructions.	The student independently writes clear procedural texts with logical steps and appropriate sequencing words that enable others to complete the procedure.	<p>Focus on procedures students know well (games, crafts, recipes)</p> <p>Teach importance of logical order and clear, specific steps</p> <p>Model writing instructions that others can follow</p> <p>Practice testing procedures by having others follow written instructions</p> <p>Connect procedural writing to clear communication and helping others</p>
			4.W.WPD.6	Compose simple poems or imaginative texts using sensory details and figurative language (e.g., similes).	Composes simple poems or imaginative texts; may need support using sensory details or figurative language.	Independently composes simple poems or imaginative texts using some sensory details and basic figurative language.	Creates engaging poems or imaginative texts with effective sensory details and simple figurative language that enhances meaning.	The student independently writes simple poems or imaginative texts that include sensory details and basic figurative language like similes.	<p>Start with simple poetry forms and imaginative writing</p> <p>Teach basic figurative language (similes) with clear examples</p> <p>Model using sensory details (what you see, hear, feel, smell, taste)</p> <p>Use mentor texts to explore poetic and imaginative language</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect creative writing to personal expression and artistic communication
	Writing Processes	Apply the writing process independently to plan, draft, revise, and edit clear and effective written work.	4.W.WP.1	Develop and organise writing ideas using planning strategies.	Develops and organises writing ideas using planning strategies with some teacher support.	Independently develops and organises writing ideas using appropriate planning strategies.	Uses planning strategies effectively and can choose the best strategy for different writing purposes and create detailed plans.	The student independently uses various planning strategies to develop and organise ideas before writing across different text types and purposes.	<p>Teach multiple planning strategies (outlines, graphic organisers, research notes, idea webs)</p> <p>Model strategic planning for different types of writing tasks</p> <p>Allow students to develop personal preferences for planning methods</p> <p>Connect thorough planning to more successful, organised writing</p> <p>Practice planning strategies across content areas and writing purposes</p>

GRADE 4: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Processes	Apply the writing process independently to plan, draft, revise, and edit clear and effective written work.	4.W.WP.2	Develop multiple paragraphs with clear connections between ideas.	Develops multiple paragraphs; connections between ideas may need support or clarification.	Independently develops multiple paragraphs with clear connections between ideas.	Creates well-connected multi-paragraph texts and can use various techniques to link ideas between paragraphs.	The student independently writes multi-paragraph texts with clear topic sentences and smooth transitions that connect ideas between paragraphs.	<p>Teach transition words and phrases that connect ideas between paragraphs</p> <p>Model organising multiple paragraphs around a central theme or argument</p> <p>Use graphic organisers to plan multi-paragraph organisation</p> <p>Practice writing texts that require multiple paragraphs (reports, stories, explanations)</p> <p>Connect paragraph organisation to reader understanding and flow</p>
			4.W.WP.3	Revise drafts to improve word choice, sentence variety, and overall organisation.	Revises drafts with some support; may focus on one revision area at a time.	Independently revises drafts to improve word choice, sentence variety, and overall organisation.	Revises effectively across multiple areas and can explain how revisions improve their writing quality.	The student independently revises their writing to improve word choice, create sentence variety, and enhance overall organisation and flow.	<p>Teach revision strategies focusing on different aspects of writing quality</p> <p>Model revision process through shared writing and think-alouds</p> <p>Use revision checklists and peer feedback to guide improvement</p> <p>Practice revising for one element at a time before combining revision goals</p>

GRADE 4: MASTERY EXPLANATORY NOTES									
Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect revision to producing engaging, effective writing that achieves its purpose

Resources

Resources have been thoughtfully designed to support both teaching and learning. They provide practical tools and strategies that help new and experienced teachers deliver effective lessons, enhance learner engagement, and create fun, interactive classroom environments. Beyond simplifying lesson planning, these resources:

- **Save time** by offering ready-to-use materials aligned with curriculum goals.
- **Build teacher confidence** through clear guidance and structured support.
- **Promote consistency** in teaching approaches across classrooms.
- **Encourage creativity** by offering adaptable materials for differentiated instruction.

Weekly PowerPoint Resource Packs provide teachers with interactive, ready-to-use instructional slides that align directly with each week's theme, learning outcomes and language focus. Each pack serves as the core visual and teaching material for daily lessons, supporting consistent, high-quality delivery across classrooms. The slides include clear weekly overviews, vocabulary and phonics presentations, and structured listening, speaking, reading and writing activities that build sequentially toward language fluency. Embedded progress-check opportunities help teachers monitor understanding and participation in real time. Fully editable and flexible, the PowerPoints allow teachers to differentiate instruction, adapt pacing and personalise activities to meet diverse learner needs while maintaining alignment with the Scope and Sequence. (Further information can be found below).

Progress Checks complement the *Weekly PowerPoint Resource Packs*, providing structured opportunities for teachers to evaluate learners' understanding and skill development. While the PowerPoints facilitate interactive teaching and guided practice, the Progress Checks focus on measuring how effectively students can apply newly learned vocabulary, phonics, grammar, language structures and reading and writing strategies. Each week, teachers are provided with short, purposeful tasks that assess Listening, Speaking, Reading and Writing

skills directly aligned with the Specific Student Learning Outcomes (SSLOs). The Speaking and Writing components include detailed rubrics that support consistent evaluation of accuracy, fluency and expression. The Progress Checks provide teachers with the opportunity to monitor progress, reinforce key concepts and adapt instruction to address individual learner needs, ensuring continuous and meaningful language development. (Further information can be found below).

The **Phonics Guide** provides teachers with a clear and systematic framework for delivering phonics instruction consistently across the academic year. It outlines the weekly teaching focus, instructional strategies, progress checkpoints and intervention guidance aligned with the grade level *Phonics Progression Map*. The guide supports teachers in integrating phonics instruction covering sound-letter correspondence, blending, segmenting, high-frequency words and handwriting.

The **Grammar Guide and Posters** provide comprehensive support for effective grammar instruction. The *Grammar Guide* offers teachers explicit guidance on what grammar points to teach and how to teach them, supported by a detailed table that outlines the grammar focus for each grade. Within this table, grammar points are labelled as **(A) Applying**, indicating they will be formally assessed or **(D) Developing**, showing areas to be introduced and reinforced. This structure helps teachers prioritise instruction and monitor grammatical progression across grades. Complementing this, the *Grammar Posters* visually reinforce key structures, serving as quick-reference tools that promote recall, independent use and consistent exposure within a print-rich classroom environment. Together, they ensure coherence, clarity, and engagement in grammar learning.



The **Literacy and Communication Toolkit** provide teachers with comprehensive support for teaching grammar and functional language effectively. It includes videos that demonstrate

clear instructional strategies, explaining what each grammar point means, how it is used in speech and writing, and how it can be taught in class. While the student practice activities are designed for older learners, they offer valuable guidance and inspiration for teachers to adapt or design age-appropriate activities for Cycle 1 classrooms. The toolkit thus serves as both a professional learning resource and a practical guide for confident, effective grammar instruction.

The Competency Guide supports teachers in embedding global competencies including *cultural awareness (with a UAE focus)*, *wellbeing*, *sustainability* and *digital literacy*, into daily classroom practice. Rather than treating competencies as separate areas of instruction, the guide provides practical strategies and examples for integrating them seamlessly and meaningfully within weekly lessons. It also offers clear guidance on how to observe, monitor and document learners' development of these skills through authentic classroom interactions and tasks.

Flashcards for vocabulary and high-frequency words (HFWs) support visual recognition, oral practice, and spelling reinforcement in whole-class, group, or individual activities.



Vocabulary and HFW Word Lists (pull-outs) provide weekly reference materials for learners and teachers. They are differentiated to ensure accessibility: some learners focus on a core subset, while others extend to the full list, making weekly targets challenging but achievable.

Weekly PowerPoint Resource Packs

Cycle 1 Resource Packs support consistent, high-quality delivery of each weekly subtheme. One Resource Pack is provided for every week of the Scope and Sequence in the form of a PowerPoint (PPT).

Each PPT Resource Pack is teacher-friendly, fully editable, and directly aligned to the week’s learning intentions, vocabulary, language structures, and developing grammar focus. The Resource Packs serve as the core visual and instructional materials for daily teaching in Cycle 1 classrooms.

Each Weekly PPT Resource Pack includes:

Weekly Overview Slide	A clear summary of the week’s learning focus, vocabulary, functional language, high-frequency words, and language structures.
Teacher Guidance Notes	Brief instructional cues and prompts to support lesson delivery, scaffolding, differentiation, and classroom routines.
Vocabulary Presentation	Age-appropriate visuals to introduce new words clearly and systematically, following a structured literacy approach (e.g., look–listen–say–use).
Speaking and Listening Activities	Guided repetition, partner talk, total physical response (TPR), chants, songs, role-play dialogues, and real-world communication prompts.
Reading Activities	Short, level-appropriate reading texts connected to the week’s vocabulary and themes, with comprehension discussion questions and meaning-check prompts.
Writing Activities	Supported practice leading toward simple sentence formation, word labelling, sentence frames, and oral-to-written language scaffolding.

Design Principles

- **Age Appropriate & Engaging:** All slides include bright, child-friendly visuals and simple, uncluttered layouts suitable for emerging readers.
- **Structured and Sequential:** Each activity builds toward increasing independence and fluency.
- **Differentiation Through Flexibility:** The PPTs are fully editable, allowing teachers to adapt pacing, examples, challenge level, and classroom language to meet learner needs.
- **Consistent Teacher Experience:** All packs follow the same structure, making planning efficient and predictable for educators across schools.

Purpose and Use in Classroom Instruction

The Weekly PPT Resource Packs are intended to:

- Support explicit instruction and guided practice in each language domain.
- Ensure alignment between planning and daily teaching.
- Provide shared instructional consistency across classrooms and regions.
- Reduce teacher preparation time while maintaining high-quality, learner-centred delivery.

How to Use the Weekly PPT Resource Packs

The Weekly PPT Resource Packs are designed to support you in teaching each week's vocabulary, language structures, and key skills. They provide a visual teaching sequence and a range of classroom activities that you can use directly or adapt to meet the needs of your learners.

1. Start by Reviewing the Weekly Overview

- Begin each week by reading the first slide, which summarises:
- Target vocabulary
- Language structures
- Skills focus (Listening / Speaking / Reading / Writing)
- This helps you see how the learning builds across the week.

2. Follow the Suggested Learning Flow

- Vocabulary Presentation
- Guided Speaking & Listening Activities
- Reading and Comprehension Tasks
- Supported Writing Activities
- This order reflects a structured literacy approach:
- Teach → Model → Practice → Use → Extend.
- You may move through slides at your own pace depending on your learners.

Adapt the PPT to Suit Your Class

- Adjust the pace. Spend longer on slides where learners need more practice.
- Simplify reading texts or add picture cues for emerging readers.
- Extend reading texts or add extra sentences for confident learners.
- Replace images with visuals that reflect your class or local context.
- Add sentence stems, word banks, tracing lines, or model examples.
- Adapt slide content to create supported or extended writing activities.
- Duplicate slides to provide extra practice or small-group work.
- Remove or skip slides if your learners are already confident.
- Turn vocabulary or picture slides into simple games (e.g., Point and Say, Guess the Word).
- Use the same slide differently for different groups (e.g., repeat / act / make a sentence).
- Print images or slides to create flashcards, labels, mini-worksheets, or station tasks.

- Add home language support where appropriate.

****Teachers are encouraged to adapt, reorder, and personalise the PPTs to meet the needs of their learners.***

Key Message: *The Resource Packs are not scripts - they are flexible teaching tools. Use, adjust, reorder, or expand the activities to meet the needs of your learners, in your classroom, with your teaching style.*

Teacher Guidance Overview

This curriculum includes a Teacher Guidance section for every weekly lesson. The purpose of this section is to support teachers with practical, classroom-ready strategies that strengthen oral language development, vocabulary acquisition, and confidence in speaking and listening.

The Teacher Guidance is not prescriptive. Teachers are encouraged to use their professional judgement, adapt to their learners' needs, and apply their own classroom routines and instructional strengths.

The guidance provides models and examples that can be used directly or adapted, depending on learner readiness and classroom context.

Purpose of Teacher Guidance Components

Each week includes four parts:

- 1. Teaching Tips-** *Provides practical advice for how to introduce, model, and practice the vocabulary and language structures for the week.*
 - How to model first, then repeat (explicit oral input before production)
 - How to use gesture, visuals, and real classroom context to make meaning clear
 - How to ensure choral practice before individual speaking, to support confidence
 - How to keep language input consistent so learners internalise sentence patterns
 - Teaching Tips guide how to teach, not what to teach.
- 2. Stretch-** *Offers extension ideas for learners who are ready for a higher level of challenge. These tasks are optional, short, and oral-based, and may include:*
 - Adding one descriptive word
 - Extending a sentence using previously learned language
 - Asking and answering simple questions in pairs
 - Combining two known structures in one spoken sentence
 - Stretch activities do not introduce new grammar.
 - They simply allow confident learners to expand within familiar structures.

3. Support- *The Support section provides strategies for learners who may need extra scaffolding, including:*

- Word recognition and matching before sentence production
- Picture or gesture cues to reduce memory demand
- Repeating full sentences chorally before speaking individually
- Using sentence starters or speaking frames on the board
- These supports ensure that all learners can participate successfully and feel confident speaking English, regardless of starting level.

4. Additional Notes- *Additional Notes offer clarifications, reminders, and considerations that help teachers make instructional decisions. They may include:*

- Notes on sensitive topics (e.g., family structures, cultural differences)
- Clarification of when and how to introduce contractions (spoken vs written)
- Guidance on avoiding grammar explanation, and instead modelling accurate language repeatedly
- Tone and phrasing suggestions to maintain a warm and encouraging classroom environment

***Important:** Additional Notes are not teaching instructions. They support teacher decision-making and classroom tone.*

Progress Checks

Overview

Progress Checks complement the Weekly PowerPoint Resource Packs, providing structured opportunities for teachers to evaluate learners' understanding and application of skills across Listening, Speaking, Reading and Writing. Aligned directly with the Specific Student Learning Outcomes (SSLOs), they ensure consistency between teaching, practice and assessment. These checks are designed as ongoing checkpoints, enabling teachers to identify strengths, areas requiring additional support and opportunities for differentiation.

Purpose and Use in Classroom Instruction

Progress Checks allow teachers to observe how students apply new vocabulary, language structures, phonics and grammar in interactive, authentic contexts. They link directly to the weekly lessons, helping teachers:

- ✓ Monitor skill development across Listening, Speaking, Reading and Writing.
- ✓ Identify learners who need additional scaffolding or targeted support.

- ✓ Adjust instruction, pacing and grouping strategies to ensure effective progression for all learners.
- ✓ Reinforce and consolidate the week's teaching through guided practice and structured observation.

Components of the Progress Checks

1. *Listening Tasks*

- Learners listen to the teacher, peers or read-aloud prompts.
- Tasks are interactive, encouraging comprehension through questions, repetition and partner discussion.
- Teachers can create scripts or prompts tailored to their class, guided by the suggested activities.

2. *Speaking Tasks*

- Oral tasks encourage interactive participation such as role-plays, dialogues or question-answer activities.
- Rubrics provide guidance on assessing clarity, volume, expression, fluency and use of grammar and vocabulary.
- Teachers can model and scaffold responses, adapting tasks for individual or group practice.

3. *Reading Tasks*

- Short, level-appropriate texts feature the week's vocabulary and language structures.
- Comprehension questions and meaning-check prompts assess understanding and application.
- Supports recognition of high-frequency words, sentence patterns and phonics in context.

4. *Writing Tasks*

- Structured activities include sentence completion, word labelling and guided sentence or paragraph writing.

- Rubrics provide clear criteria for grammar, vocabulary, spelling, punctuation and sentence structure.
- Encourages independent writing while reinforcing weekly language targets.

Design Principles

Aligned and Systematic: Every task is linked to the SSLOs, ensuring assessment is directly connected to instruction.

Interactive and Adaptive: Listening and speaking tasks promote engagement and participation, while rubrics guide teachers in creating prompts and scripts.

Differentiation: Tasks can be adapted to meet varying learner levels, with scaffolds for emerging learners and extension opportunities for advanced learners.

Practical and Efficient: Designed for easy integration into lessons or small-group activities, minimising preparation time while maximising insight into learner progress.

How to Use Progress Checks

1. *Integrate with Weekly Lessons*

- Use after completing the corresponding PowerPoint lesson to reinforce and evaluate learning.
- Begin by reviewing the SSLOs to clarify expectations.

2. *Observe and Record*

- Use rubrics to monitor responses and behaviours, noting levels of mastery.
- Take notes to inform differentiation and planning for individual learners.

3. *Provide Feedback and Support*

- Give constructive, immediate feedback to reinforce accurate use of vocabulary, phonics and grammar.
- Use suggested tasks to scaffold or extend learning based on observed performance.

4. *Inform Instruction*

- Analyse outcomes to identify concepts needing reteaching, reinforcement or enrichment.
- Adjust pacing and grouping strategies to ensure all learners continue to progress.