

Grade 4 Syllabus

2026-2027

Dr. Alana Kupersmith - Anna Fortin

ELA 4 teaches English through two integrated strands — English Language Acquisition and English in Action — anchored in the Grade 4 CSC Course Overview and the know-do-understand model. All learning is assessed under two curricular competencies: Understand & Engage (reading, listening, viewing) and Compose & Convey (writing, speaking, representing), reported on the Emerging–Developing–Proficient–Extending proficiency scale. English in Action is framed by the United Nations Sustainable Development Goals: Industry, Innovation and Infrastructure (SDG 9) across Semester 1 and Climate Action (SDG 13) across Semester 2. Eight units run across the year, each pairing a culminating project with the syllabus phonics and grammar sequence and a named paragraph-level writing scaffold; Wordly Wise 3000 Book 2 provides the weekly vocabulary spine (twenty lessons paced across the year), a weekly spelling pattern reinforces phonics/English spelling rules, and Raz-Kids supports levelled independent reading.

Essential Elements

1. Language and text inspire creativity and enjoyment.

Engaging with a variety of texts and forms of expression fosters imagination, curiosity, and a love for learning.

2. Exploring stories and texts helps us understand ourselves and connect with others.

Literature and storytelling provide opportunities for students to reflect on their own identities and build connections with diverse perspectives.

3. Texts can be interpreted in multiple ways.

Understanding that different perspectives shape how we interpret stories and information helps students think critically and engage thoughtfully with texts.

4. Playing with language helps us understand how it works.

Experimenting with words, sentence structures, and creative expression strengthens language comprehension and communication skills.

5. Asking questions about what we hear, read, and see helps us become informed and engaged members of the community.

Developing critical thinking skills enables students to analyze information, form opinions, and participate actively in discussions.

21st Century Attributes

1. Collaboration

- Engaging in meaningful interactions with peers to build understanding and share ideas.
- Practicing teamwork, active listening, and cooperation in group discussions and projects.
- Learning to contribute respectfully and effectively within a community of learners.

2. Effective Communication

- Developing the ability to express ideas clearly in oral, written, and visual forms.
- Adjusting language for different audiences and purposes.
- Actively listening, asking questions, and responding thoughtfully.

3. Personal Responsibility

- Setting learning goals and developing self-awareness as a language learner.
- Building independence and perseverance in acquiring new skills.
- Demonstrating a growth mindset and taking ownership of one's learning.

4. Social Responsibility

- Understanding the impact of one's actions on others and the learning community.
- Practicing kindness, empathy, and respect for different perspectives.
- Contributing positively to group and class activities.

5. Technology & Media Literacy

- Exploring digital tools to support language learning and communication.
- Engaging with multimedia resources to enhance comprehension and expression.
- Developing awareness of responsible technology use in academic and social settings.

6. Creative Thinking

- Generating and sharing original ideas through storytelling, drama, and project-based learning.
- Taking creative risks in using language in different contexts.
- Exploring multiple ways to express thoughts and emotions.

7. Critical Thinking

- Questioning information, making connections, and analyzing ideas.
- Applying reasoning skills to understand stories, texts, and new concepts.
- Engaging in problem-solving through language-based activities.

8. International-Mindedness & Appreciation of Multiculturalism

- Learning about diverse cultures, traditions, and perspectives through language and storytelling.
- Respecting and celebrating linguistic and cultural diversity in the classroom.
- Developing a global perspective and recognizing the value of multilingualism.



Learning Outcomes

Understand & Engage (Reading, Listening, Viewing)

Access and gather information from a variety of sources for specific purposes, beginning to consider relevance and accuracy.

Apply a range of comprehension strategies (such as predicting, questioning, visualizing, and summarizing) to make meaning from written, oral, and visual texts.

Combine ideas from multiple texts or experiences to build understanding and explore different perspectives.

Recognize and describe how different text features (e.g., headings, diagrams, captions) and forms (e.g., stories, poems, reports) support meaning and serve different purposes.

Think with some depth and flexibility about ideas in texts, using questions, connections, and reflections to extend understanding.

Identify how personal experiences, background knowledge, and cultural perspectives influence understanding of texts.

Explore how language reflects personal identity and community values. Make personal connections to texts, relating ideas and themes to one's own life and the world around them.

Engage with texts by responding thoughtfully through discussion, writing, drama, or visual expression.

Identify and describe how story elements (e.g., character, setting, plot) and literary devices (e.g., repetition, imagery) help create meaning.

Recognize and begin to analyze different text structures (e.g., chronological, compare/contrast) and how they support understanding.

Develop awareness of the significance of oral storytelling and narrative traditions in First Peoples cultures and understand their role in sharing knowledge, values, and beliefs.

Compose & Convey (Writing, Speaking, Representing)

Create a variety of texts (e.g., stories, poems, reports, plays) to express ideas, information, and opinions for different audiences and purposes.

Plan and organize writing and presentations with a clear beginning, middle, and end, using simple transitions to connect ideas.

Use the writing process (brainstorming, drafting, revising, editing, and publishing) to improve clarity, coherence, and quality of communication.

Use appropriate sentence structures, grammar, spelling, and punctuation to enhance meaning and readability.

Develop vocabulary and word choice to express ideas more precisely and creatively.

Incorporate sensory details, descriptive language, and figurative expressions to engage the audience and enhance written and oral expression.

Communicate effectively using a range of modes, including written, oral, visual, and digital formats.

Collaborate with peers in planning, creating, and sharing texts, listening actively and responding respectfully to others' ideas.

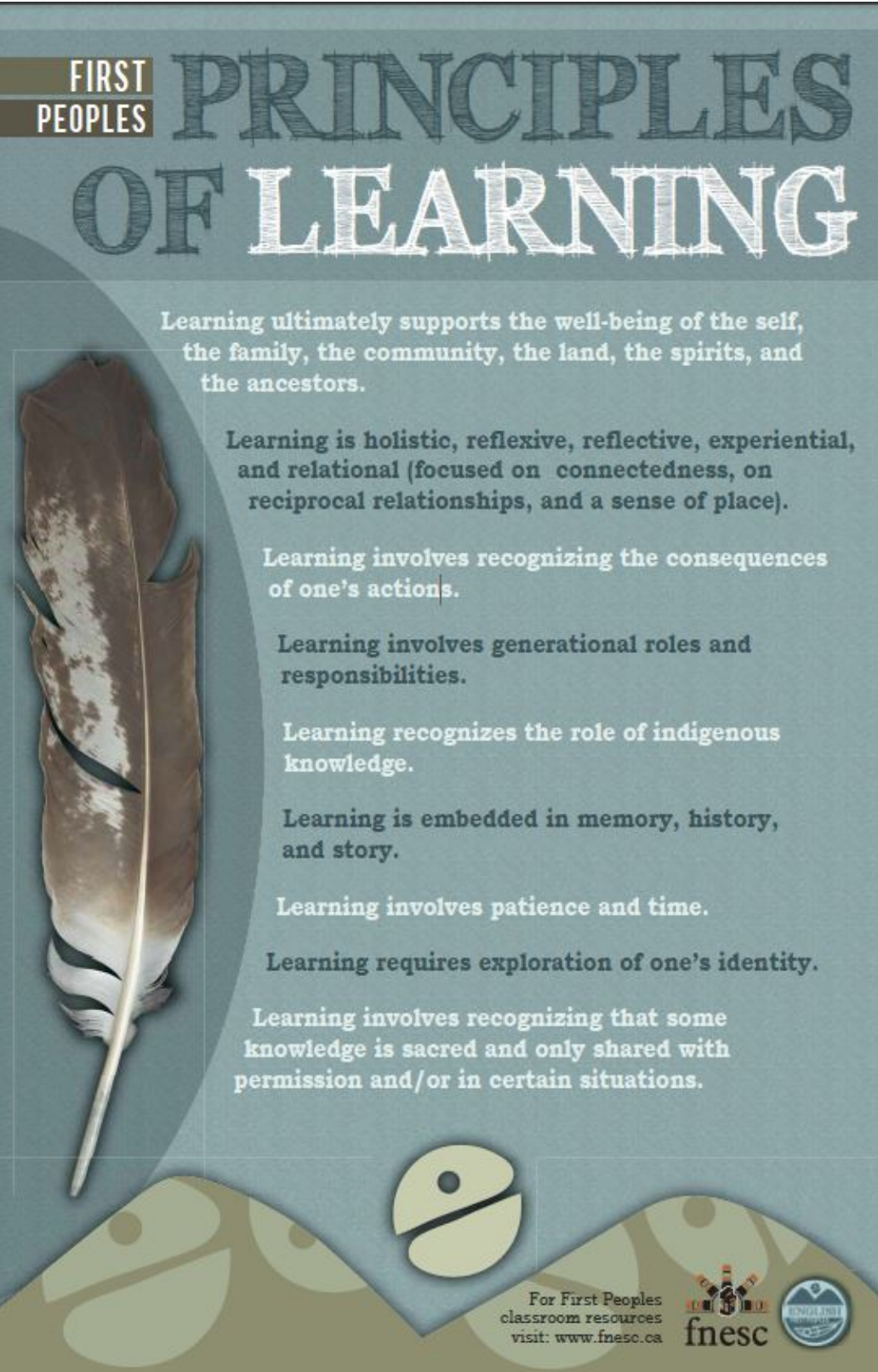
Express personal voice and style by making intentional choices about language, tone, and form.

Reflect on and assess one's own and others' communication to set goals and identify areas for growth.

Demonstrate awareness of audience and purpose by adjusting tone, vocabulary, and format in speaking and writing.

Respect and incorporate different cultural perspectives and experiences when communicating with others.

Recognize the power of storytelling, performance, and media to convey messages and influence thinking.



Evaluation

Students will be assessed based on the four point proficiency scale. Both formative and summative assessment methods will be utilized to assess student learning.

Formative assessment strategies will include:

- individual conferencing
- informal observation
- checking in-class work for quality and completion

Summative assessments will include:

- spelling tests
- culminating project-based learning tasks at the end of each unit
- traditional tests periodically.

Reporting:

- Ongoing reporting will be sent to parents through test scores, project evaluations, self-reflections etc.
- Two formal report cards will be sent throughout the year alongside a summary of learning at the end of the year.
- Parent-teacher interviews will take place to discuss student-progress.

	Emerging	Developing	Proficient	Extending
The Provincial Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Semester 1: August 31st 2026 - January 20th 2027

Unit	English in Action	Grammar and Conventions	Literature and Vocabulary
Unit #1 - Industry, Innovation and Infrastructure	<u>Students will:</u> Explore innovative global and local strategies, practices and ideas to promote sustainability. <u>Projects:</u> Innovation Expo – Innovation and types of energy Descriptive Sentence Writing	<u>Spelling Patterns:</u> silent e, vowel teams (ai, ay, oe, oa, ea etc.), vowel digraphs (ou, ow, aw, au), soft c and g, homophones, 2-syllable words - open *spelling patterns will be determined based on students level <u>Grammar:</u> Sentences Parts of Speech (nouns, adjectives, verbs, adverbs, pronouns, prepositions, interjections) Subjects and Objects	Non-Fiction texts RAZ Kids levelled reading Wordly Wise 2: L1-3
Unit #2 - Industry, Innovation and Infrastructure	<u>Students will:</u> Explore and research local industries that have shaped and influenced their communities. <u>Projects:</u> Industry Brochure – Informational Report Informational Writing with Bullet Points	<u>Spelling Patterns:</u> 2-syllable words - closed, k or ck, ch or tch, ge or dge, double consonants, irregular plural nouns *spelling patterns will be determined based on students level <u>Grammar:</u> Verb tenses (past, present, future) Subject-Verb Agreement Determiners (articles)	Picture Books & Poetry RAZ Kids levelled reading Wordly Wise 2: L4–6
Unit #3 - Industry, Innovation and Infrastructure	<u>Students will:</u> Explore global and local infrastructure. Activities may include analyzing, comparing and contrasting, or describing infrastructure from around the world. <u>Projects:</u> “New and Improved” Poster and Postcard – Infrastructure from around the world Persuasive Paragraph Writing	<u>Spelling Patterns:</u> change y to i and add es/ed, irregular past tense, consonant + le, ar & or *spelling patterns will be determined based on students level <u>Grammar:</u> Pronouns as adjectives Possessive Adjectives Coordinating Conjunctions	Informational texts & diagrams RAZ Kids levelled reading Wordly Wise 2: L7–8

Unit #4 - Industry, Innovation and Infrastructure	<u>Students will:</u> Combine what they have learned throughout the three previous units to create a product that encapsulates their learning. <u>Projects:</u> Our Clean Energy City OR Shark Tank of a product, presented at the Jan 15 exhibition Descriptive Persuasive Writing (extended)	<u>Spelling Patterns:</u> er, ir, ur & ire, ear & air, ough & augh, igh/eigh *spelling patterns will be determined based on students level <u>Grammar:</u> Review	Non-fiction research and design texts Oral presentation Wordly Wise 2: L9-10
---	---	--	---

Semester 2: February 11th 2027 - Late June 2027

Unit	English in Action	Grammar and Conventions	Literature and Vocabulary
Unit #5: Climate Action	Our Green Travel Plan – how TIBS students travel to school (MRT, YouBike, bus, walking) with a class survey Procedural List Writing	<u>Spelling Patterns:</u> i before e except after c, contractions (not, are, have, is, will), prefix: un, re & pre *spelling patterns will be determined based on students level <u>Grammar:</u> Independent and Dependent clauses Complex and Compound	Maps, charts and infographics RAZ Kids levelled reading Wordly Wise 2: L11-13
Unit #6: Climate Action	Waste-Free Poster – a TIBS campaign on Taipei recycling and food-waste sorting How-to Writing eg. “How to recycle”	<u>Spelling Patterns:</u> Suffixes: ful, less, comparative endings, silent letters (mb, kn, h etc.) *spelling patterns will be determined based on students level <u>Grammar:</u> sentences Relative pronouns Perfect verb tense	Advertisements and campaign texts How-to Writing models Wordly Wise 2: L14-15
Unit #7: Climate Action	Happy City Map – a mapped walk of the Shilin neighbourhood with visuals of waste management and clean energy locations. Ex. Parks Compare and contrast description writing	<u>Spelling Patterns:</u> er/est, compound words, able/ible, -ing, -ed *spelling patterns will be determined based on students level <u>Grammar:</u> Interrogatives and Imperative Verbs Punctuation	Community stories and personal narrative First Peoples oral traditions: story, land and community Taiwanese and North American
Unit #8: Climate Action	Our Sustainable City Expo – year-end showcase of the SDG 11 work Students create a diorama of Shilin with climate friendly places. OR Climate Action Proposal – Students draft their school-wide initiative to promote sustainability Reflection Paragraph Writing Student-led conferences	<u>Spelling Patterns:</u> -ly, ex/con, ant-anti/bio/epi, tech/struct/phone *spelling patterns will be determined based on students level <u>Grammar:</u> Capitalization Abbreviation	Multimodal presentation texts Portfolio and reflection



Supplementary Resources

- Duotangs and Folders
- Notebook
- Pencils
- Erasers
- Markers
- Pencil Crayons
- RAZ Kids Account
- Workbook: Wordly Wise 2
- Workbook: English Language Arts 4 - Grammar

