

**Correlation --- The British Columbia English Language Arts Curriculum to
Scholastic VoiceWorks**

Prescribed Learning Outcomes	Scholastic Voice Works Grade 4
Oral Language (Speaking and Listening)	
1 Using Oral Language It is expected that students will:	
1. use oral language to interact with others, to share ideas and opinions, ask for support, complete tasks and explain concern or problems	<u>VoiceWorks</u> Teacher’s Guide pages 4, 6 – 8, 10, 11, 14 – 16, 18, 19, 22 – 24, 26 – 28, 30 – 32, 34 – 36, 38 – 40, 42 – 44, 46 – 48, 50 – 52, 54 – 56, 58 – 60, 62 – 64, 66 – 68, 70 – 72, 74 – 76, 78 – 80, 82 – 84, 86 – 88, 90 – 92, 94, 96
2. use oral language to present and express a range of ideas and information in formal and informal situations (e.g., giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes	<u>VoiceWorks</u> Teacher’s Guide pages 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 94 <u>VoiceWorks:</u> Bendemolena page 21 The Brementown Musicians page 21 The Gigantic Turnip page 22 La Capra Bugiarda page 21 Molly Whuppie and the Giant page 21 The Pedlar’s Caps page 21 Short Pants page 21 Strega Nonna page 21 Three Blind Mice page 21 Brown Bread and Honey page 22 Danny in the Toybox page 21 The Firefly Who Lost His Light page 21 Fish for Sale page 21 Ouch Flight page 21 Persnickety Pete page 21 Where’s Tom? page 21 The Yuckiest Wish page 29 Arlo the Dandy Lion page 21 The Billy-Goats Tough page 21 The Crazy Critters page 21 The Hairy Toe page 21 Quick Nick and Slow Jo page 21 Snow Bright and the Seven Sumos page 29 There Was an Old Lady Who Swallowed a Fly page 13
3. listen purposefully to understand information and identify main ideas, supporting details, and opinions	<u>VoiceWorks</u> Teacher’s Guide pages 4, 7, 11, 16, 23, 28, 31, 35, 39, 40, 43, 47, 52, 55, 59, 63, 67, 71, 76, 79, 83, 87, 91, 92, 95

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Prescribed Learning Outcomes	Scholastic Voice Works Grade 4
Oral Language (Speaking and Listening)	
2 Strategies for Oral Communication	
It is expected that students will:	
4. use a variety of strategies purposefully to interact effectively (e.g., using models to organize thinking, asking and answering questions, using encouraging language, consistently using conventions of social interaction)	<u>VoiceWorks</u> Teacher’s Guide pages 4, 7, 10, 11, 15, 18, 22, 23, 26, 27, 30, 31, 34, 35, 38, 39, 42, 43, 46, 47, 50, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 71, 75, 78, 79, 82, 83, 86, 87, 90, 91, 94
5. use a variety of strategies to prepare and express ideas and information in short formal and informal oral presentations, including - making connections to personal experience and classroom resources - organizing ideas and information following a plan provided by the teacher - practising delivery - thinking about the purpose and audience - self-correcting in response to feedback	<u>VoiceWorks</u> Teacher’s Guide pages 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 94 <u>VoiceWorks:</u> Bendemolena page 21 The Brementown Musicians page 21 The Gigantic Turnip page 22 La Capra Bugiarda page 21 Molly Whuppie and the Giant page 21 The Pedlar’s Caps page 21 Short Pants page 21 Strega Nonna page 21 Three Blind Mice page 21 Brown Bread and Honey page 22 Danny in the Toybox page 21 The Firefly Who Lost His Light page 21 Fish for Sale page 21 Ouch Flight page 21 Persnickety Pete page 21 Where’s Tom? page 21 The Yuckiest Wish page 29 Arlo the Dandy Lion page 21 The Billy-Goats Tough page 21 The Crazy Critters page 21 The Hairy Toe page 21 Quick Nick and Slow Jo page 21 Snow Bright and the Seven Sumos page 29 There Was an Old Lady Who Swallowed a Fly page 13

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Oral Language (Speaking and Listening)	
2 Strategies for Oral Communication	
It is expected that students will:	
6. use listening strategies to make meaning of information, including - making predictions before listening, - recalling and summarizing - generating questions	<u>VoiceWorks</u> Teacher’s Guide pages 2, 7, 10, 15, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74, 78, 82, 86, 90, 94
3 Conventions of Oral Language	
It is expected that students will:	
7. use the structures and features of oral language appropriately to convey and perceive meaning (e.g., choosing preferable wordings, using some connectives, using simple and compound sentences)	<u>VoiceWorks</u> Teacher’s Guide pages vii, 4, 7, 8, 11, 16, 19, 23, 24, 28, 31, 35, 39, 40, 43, 47, 51, 52, 55, 59, 63, 67, 71, 75, 76, 79, 83, 87, 91, 92, 95 <u>VoiceWorks</u> : Bendemolena page 22 The Bremontown Musicians page 21 The Gigantic Turnip page 22 La Capra Bugiarda page 21 Molly Whuppie and the Giant page 21 The Pedlar’s Caps page 22 Short Pants page 22 Strega Nonna page 22 Three Blind Mice page 22 Brown Bread and Honey page 22 Danny in the Toybox page 22 The Firefly Who Lost His Light page 22 Fish for Sale page 21 Ouch Flight page 21 Persnickety Pete page 22 Where’s Tom? page 22 The Yuckiest Wish page 30 Arlo the Dandy Lion page 21 The Billy-Goats Tough page 21 The Crazy Critters page 22 The Hairy Toe page 22 Quick Nick and Slow Jo page 22 Snow Bright and the Seven Sumos page 29 There Was an Old Lady Who Swallowed a Fly page 14

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Prescribed Learning Outcomes	Scholastic Voice Works Grade 4
Oral Language (Speaking and Listening)	
3 Conventions of Oral Language	
It is expected that students will:	
8. recognize the typical features, structures, and patterns in poems, songs, chants, and stories (e.g., rhyming patterns)	<u>VoiceWorks</u> Teacher’s Guide pages 38, 58 <u>VoiceWorks</u> : Brown Bread and Honey page 22 Persnickety Pete page 22
4 Oral Language and Thinking	
It is expected that students will:	
9. reflect on and assess their speaking and listening experiences and the strategies they have used (e.g., using criteria to assess oral activities)	VoiceWorks Teacher’s Guide pages 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 94
10. set goals for speaking and for listening and take steps toward achieving them	
11. orally express their response to listening, reading, or viewing experiences, including - identifying their reactions to a particular selection - explaining why they react as they do (e.g., by making a connection to personal experience or an aspect of the creator’s technique) - providing evidence to support a response	VoiceWorks Teacher’s Guide pages 3, 7, 11, 16, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95
12. use oral language to expand their thinking by acquiring new ideas, developing explanations, and considering alternatives	VoiceWorks Teacher’s Guide pages 3, 7, 11, 15, 16, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 94, 95
13. demonstrate enhanced vocabulary knowledge and usage	VoiceWorks Teacher’s Guide pages 2, 7, 10, 15, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74, 78, 82, 86, 90, 94