

Grade Three At A Glance

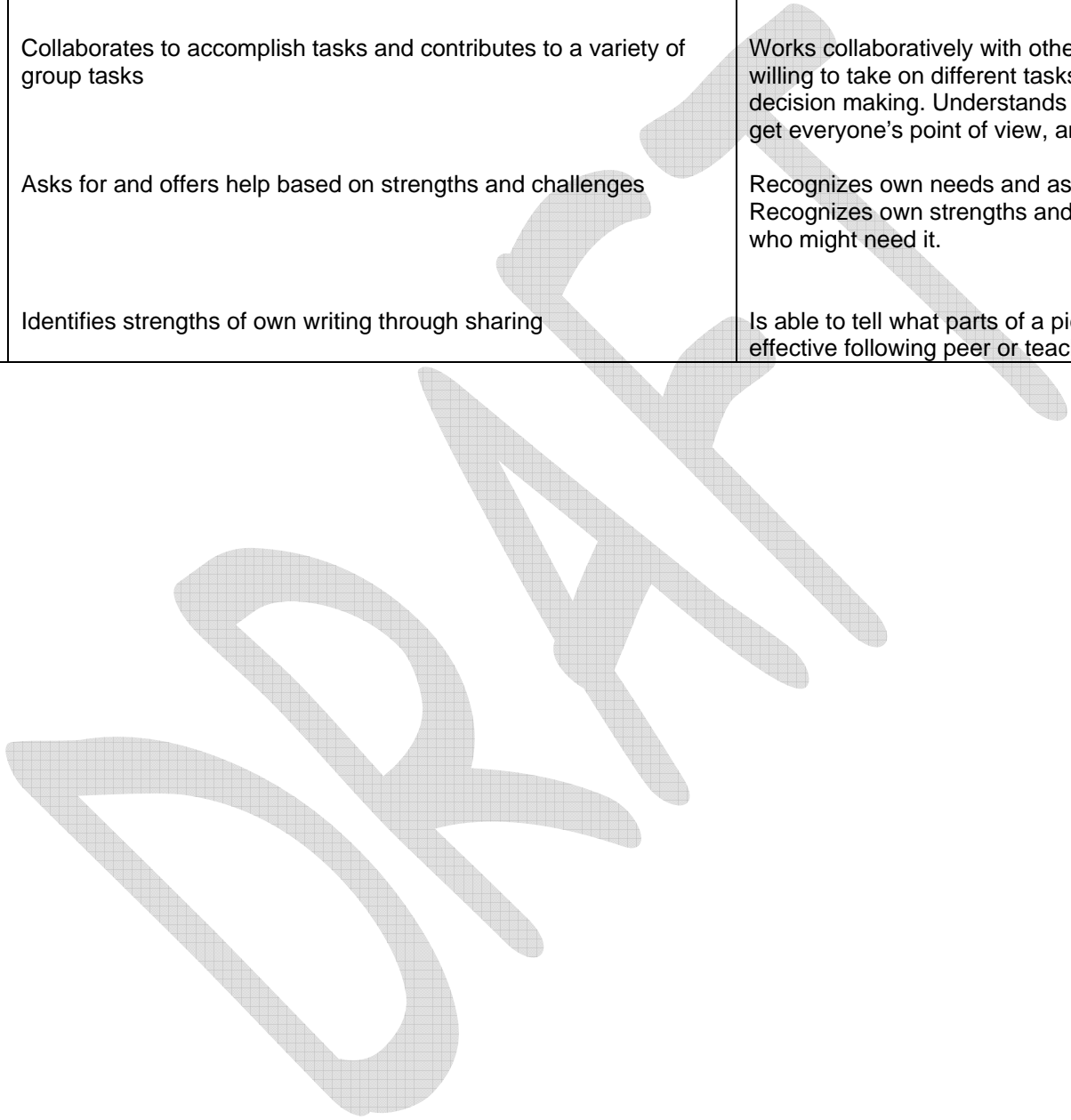
Receiving Language	Essential Outcome statements	What it might look like in the classroom
<p>Reading Mechanics</p>	<p>Uses organization, illustrations, key words, chapters and headings, capitalization and punctuation, paragraphs, table of contents, and other text cues to construct and confirm meaning</p>	<p>Understands that text structures are generally consistent in specific genres and can use that information to support comprehension (“Let’s check the Table of Contents to see if habitat is listed there – that way we don’t have to read the whole book.” “Jack and Annie are going to Japan in this book – they’ve found a book on Ninjas in the treehouse.” “Billy thought this picture showed Wha Ti a long time ago but when we checked the caption it said Deline.”).</p>
	<p>Applies phonic rules and strategies to decode unfamiliar words in context</p>	<p>Uses context clues to determine possibilities for unknown word. Can “chunk” words into recognizable parts (word families and things like “tion”, “aigh”, “igh”, etc.), uses prefixes and suffixes, relates new words to familiar ones (“I know “station” ends like this so I think this says “nation”). Applying phonic rules is not the same as “sounding out” – phonic rules include things like short vowels with double consonants or soft g and c sounds when combined with i or e. Students don’t need to be able to tell the rule, but rather recognize the pattern when reading. The best decoding practice is reading real books with natural language at the appropriate level (independent).</p>
	<p>Extends sight vocabulary</p>	<p>More words are recognized by sight than have to be decoded. The more reading students do at their independent reading level (where they can read virtually error free) the stronger their sight word vocabulary will become. It is very important that teachers help students select “just right” books for independent practice.</p>
	<p>Reads new texts with fluency; attends to conventions</p>	<p>Is able to read unfamiliar material with fluency – expression, speed, and appropriate pauses. Student recognizes the importance of watching conventions (punctuation, capitalization, dialogue, paragraphing) and using that information to enhance reading</p>
	<p>Comprehension</p>	<p>Draws conclusions based on connections; discusses differences between prior knowledge and new information and ideas</p>

<p>Text Elements</p>	<p>Sets purpose for reading</p> <p>Identifies and represents the same information in a variety of forms and genres</p> <p>Identifies text elements (eg rhythm, logical organization) and techniques used to emphasize text (eg costumes, props)</p> <p>See attached list of text elements and techniques common to Grade Three level text</p>	<p>Tells why s/he is reading a particular text (for pleasure, for information, etc.) and adjusts reading style accordingly (reads a chapter book from beginning to end, and a fairly fast rate, reads an research item on the internet more slowly, and only goes to the section containing the information s/he wants).</p> <p>Can find the same ideas and information on a topic in different genres of text (for example, information about clouds in a junior encyclopedia, an internet site, a single subject reference book, a realistic fiction piece, and/or a poem).</p> <p>See appendix for list of text elements. Students use knowledge of text elements to enhance comprehension by identifying items the author wants the reader to notice (“It’s going to get scary now. See how the lighting got dark and the music went slow?”; “Look at the way the poet put one word on a line in this part. I think we’re supposed to read it slower.”; “I think that Snape is really a bad guy because he always wears black.”; “The words are in bold print here. This must be a key idea.”)</p>
<p>Text Selection, Interactions, and Classroom Community</p>	<p>Demonstrates attentive audience behaviours; continues to ask questions for clarity and information</p> <p>Chooses appropriate text, based on teacher and peer recommendations; collects samples of preferred text and explains preferences</p>	<p>Can sustain attention for more extended periods of time. Asks questions that are directly related to the presentation or discussion.</p> <p>Is able to select “just right” text for independent reading; chooses research materials that are at an appropriate level for comprehension. Begins to choose particular authors or genres (Magic Treehouse series, Dan Greenburg books, Spiderwick Chronicles, A-Z Mysteries, etc.)</p>

Synthesizing Language	Essential Outcome statements	What it might look like in the classroom
<p>Gathering Ideas and Information</p>	<p>Organizes personal knowledge of a topic and refines questions to acquire specific information</p> <p>Uses appropriate forms to connect purpose and audience</p> <p>Records new information from a variety of sources and evaluates its relevance</p> <p>Begins to recognize when more information is needed</p> <p>Records key ideas and information in own words</p> <p>Uses the library's organizational system to locate information</p>	<p>Uses graphic organizers such as webs, charts, or lists to record what is already known about a particular topic; asks specific questions to guide further research ("Dan says that all bears hibernate. We want to know where polar bears sleep, because there aren't any caves or dens on the sea ice" "We've made a list of all the bush pilots we can think of. We're going to do an internet search to see if there are any others." "We know that Fort Smith used to be the capital of the NWT. We want to know why that changed.")</p> <p>Chooses forms by considering the purpose of the communication ("If we want everyone to help keep the playground clean, we should use pictures on the posters down by Kindergarten, cause they can't read like we can." "That line in your story gives me a great picture in my head – it might be a good start to a poem, too!"). Is able to tell for whom a piece is written and why that genre was chosen.</p> <p>Uses "jot notes" or graphic organizers (chart, list, web) to record new information in key words. Can tell if the new information answers the questions posed from the prior knowledge and planning. Can give examples of reliable sources (books, magazines, internet sites, elders, parents, teachers, community adults) and less reliable sources (friends, television, movies).</p> <p>Rereads material to decide if information is complete (all the questions have been answered) or if further information is needed. Understands that new questions can come up after learning new information, and so more information may be needed.</p> <p>Uses "jot notes" or graphic organizers (chart, list, web) to record new information in key words.</p> <p>Can use an electronic card catalogue to locate information by subject, author, or title. Can use a search engine (Yahooligans, etc.) to locate information by subject on the internet.</p>
<p>Processing</p>	<p>Uses prior knowledge, connections, predictions, and inferences to make sense of information</p>	<p>"I remember when I was out in the bush on ski-doo and there was a storm and I was really scared. I'll bet Yuit is really scared, too, even if she doesn't say so." "I know that there are ninjas who dress all in black, and the author says the strangers are all dressed in</p>

Organization	Identifies main ideas in information and begins to identify supporting ideas	black, so I'm inferring that Jack and Annie are about to meet the ninjas!" "It says here that monarch butterflies migrate to Mexico in the winter. I know that ducks and geese migrate – they fly south in winter. That must mean that butterflies fly south in the winter, too." Picks out main ideas ("This part is all about how air pressure helps airplanes fly. When the air moving over the top of the wing moves fast than the air underneath, it makes it easier for the plane to take off.") and looks for supporting ideas ("See how the picture shows the air currents? The air moves fast over the top of the wing because it's curved.")
	Begins to explain information and ideas using a graphic organizer	Can organize information into categories to share with others (Venn diagram, T-chart, web, list, etc.)
	Uses questions and conversations to explore and extend understanding	Talks about ideas and information, using questions like "I wonder why...?", "How does...?", "Do you think...?".
	Experiments with the sequence of texts	Plans presentations and representations and considers rearranging the order of the information; rearranges lines in poetry, events in narratives, action in plays and videos. Considers the audience and the clarity and artistic impression of the piece when rearranging sequence.
	Uses appropriate forms to connect purpose and audience	Uses prior knowledge of audience to decide what for or genre would be more effective for communication ("I want to write this story for our Kindergarten buddies, so I'm going to write it as a big book", "We should write a letter to the Band Council asking them to help us clean up the playground.", "I think that we should make a video to send to our pen pals to tell them about our school.")
	Represents the same information in a variety of forms and genres	Can use gathered information or research in a number of different ways – science project write-up and oral presentation, animal habitat diorama and poster. Represents ideas or responses to text in a variety of ways – review, letter to author, book talk, response journal, story map, retelling, interview, etc.
	Identifies the same ideas and information in a variety of forms and genres	Recognizes the same ideas and information in different formats – makes text to text connections. Can recognize the same main idea and supporting detail in a variety of forms (written, audio, video, graphics, charts, graphs, etc.)
	Begins to organize and reorganize in a variety of ways	Uses different organizers (chart, graphics, index cards, computer)

<p>Participation and Classroom Community</p>	<p>Collaborates to accomplish tasks and contributes to a variety of group tasks</p> <p>Asks for and offers help based on strengths and challenges</p>	<p>to experiment with different sequences and formats.</p> <p>Works collaboratively with others in pairs and small groups. Is willing to take on different tasks and shares responsibility for decision making. Understands that the reason for group work is to get everyone's point of view, and so that everyone can participate.</p> <p>Recognizes own needs and asks for support when necessary. Recognizes own strengths and offers help in those areas to others who might need it.</p>
<p>Reflection and Metacognition</p>	<p>Identifies strengths of own writing through sharing</p>	<p>Is able to tell what parts of a piece of writing are particularly effective following peer or teacher conferencing and sharing.</p>



Expressing Language	Essential Outcome Statements	What it might look like in the classroom
Content and Ideas	Draws, writes, and represents self, family, and community	Most ideas come from own experiences. May start to incorporate elements from familiar stories or TV shows and movies (such as Star Wars, Pokemon, or Harry Potter) in narrative work.
	Begins to generate ideas for a topic through exploration of experiences and ideas	Can record “writing territories” in writer’s notebook, and gets ideas from talking with others about their ideas. Is also starting to recognize ideas for writing that come up throughout the day.
Forms and Organization	Creates original text; see list of possible text forms for specific examples	Writes, draws, and represents in both fiction and non-fiction genres
	Writes stories with beginning, middle, and end	Has identifiable introduction that gives information about characters and setting, an identified problem and one or two events, and a viable conclusion. (See writing samples for examples).
Words and Language	Extends vocabulary (speaking, reading, writing)	Uses vocabulary from other text, from content area study, and from group discussions; vocabulary development is best done in context of literature or thematic studies, rather than a separate study.
	Identifies words that create sounds, images, or rhythm, and talks about how the author expresses his voice through word choice	Plays with rhyming words, repetition, and precise words for description. Recognizes how authors like Robert Munsch and Dr. Seuss choose particular words to create mental images for the reader. Recognizes particular phrasing or description as being specific to a particular author (Mary Pope Osborne – “The everything went still. Absolutely still.” or Robert Munsch’s characters’ screams or Dr Seuss’ rhyme schemes and rhythm patterns).
Revision	Begins to determine the relevance of ideas and information in representation	Is able to delete things from writing/drawing/representations when they do not enhance or support the main idea. Is able to determine, with support, what ideas are not directly related to the main idea. Can add details to support main ideas in non-fiction writing, and to add description or imagery in fiction.
	Elaborates ideas with details	
	Confers to revise own and others’ work; revises work based on feedback	Talks with peers and/or teacher about ways to improve representations. May incorporate those suggestions into revised work.
	Adds or deletes words to make sense	Rereads to make sure material makes sense. Notices when words have been repeated or left out in the draft and makes the necessary corrections

<p>Presentation</p>	<p>Makes presentation to a familiar audience, and supports it with photographs, examples, hands-on materials or other enhancements; begins to answer audience questions</p>	<p>“Researches” a familiar topic (either recording what is already known or selecting information from other text) and then shares that with classmates, parents or other familiar audiences. Presentations may include an oral reading along with samples, examples, pictures, or other items. Topics often include things like holidays, pets, special events, and hobbies or special interests. Can answer questions from the audience about the topic or the items. Speaks clearly enough to be understood by those in the audience.</p>
<p>Conventions</p>	<p>Identifies titles and authors of sources</p> <p>Prints legibly with word boundaries; shows consistency in size and shape of cursive letters; begins to develop proficient keyboarding skills; begins to edit text on computer</p> <p>Edits sentences</p> <p>Applies phonic rules (initial, medial, and final consonants; short and long vowels; simple blends) to familiar and unfamiliar words; continues to approximate spelling; expands sight word base</p> <p>Uses periods and questions marks; edits sentences for punctuation and capitalization</p>	<p>Records, and can tell, the names of the texts used to find information as well as the authors. Can tell titles and authors of other books being read, as well.</p> <p>Printing is easy to read, with adequate spaces between words; letters are formed with consistent size and shape (ball-and-stick, D’Nealian, or other standard printing form); cursive writing shows some consistency and is legible; can use to keyboard to produce text on the computer; is beginning to use correct finger position on the keyboard. Can also delete, cut and paste, and move text to edit material.</p> <p>Rereads material to check for complete thoughts in sentences. Makes corrections when needed. May continue to need support with this through the year.</p> <p>Many familiar words are spelled correctly; unfamiliar words are “sounded out” phonetically, with beginning and ending consonants and simple blends usually correct, as well as suffixes like “ed” and “ing”. Vowels are in place but may not be correct. Writing is generally “decodable” although sometimes meaning may falter due to spelling errors. When asked to read it aloud, student can read it correctly.</p> <p>Writing shows understanding of end punctuation (periods, questions marks) and it is generally used correctly. Student capitalizes beginning of sentence, names, and the pronoun “I”. When asked to reread a piece and check for punctuation and capitalization, student can identify and correct errors (some support may be needed to identify complete sentences).</p>