

# *English Language Arts*

## Learner Outcomes

### Grade 3

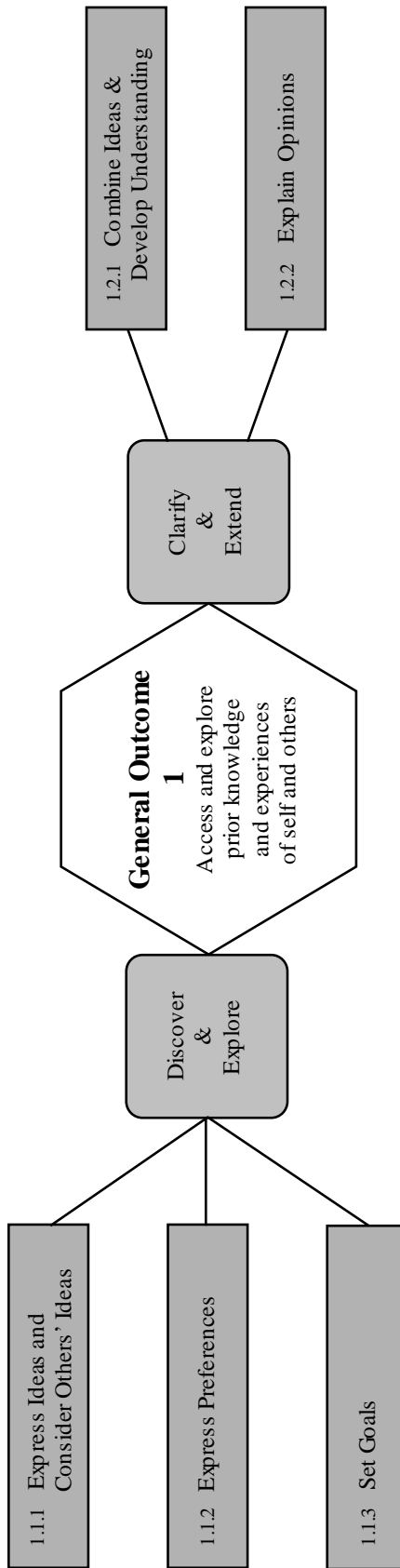


**Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.**

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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### Specific Outcome 1.1.1 Grade 3

#### Discover and Explore

Use conversation to explore personal understanding

\*\*It is important to be sensitive to cultural conventions when inviting students to interact.

\*\*It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

#### Express Ideas and Consider Others' Ideas

##### General Example(s)

•conversations, exploratory talk, play, sharing circles, celebrations, centres, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, ...

##### Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 1.1.1 a. *Uses questions and conversations (responses) to explore personal understanding (in oral, print, and other media texts)*

*May say, "You said that it takes a caterpillar a long time here to turn into a butterfly, what about the warble fly? It cocoons too. How long does it take to be a fly?" "You brought caterpillars with you to school. I had one in a jar once and my Grandmother told me to let it go because it takes the caterpillar a long time to become a butterfly here. When you read that book, did it say how long it takes them to be butterflies in other parts of Canada?" "My pen pal says it's hot there today, it isn't hot here."*

#### 1.1.1 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

#### 1.1.1 c. *Begins to reflect upon personal understanding to reach tentative conclusions*

*May say, "I think that the kids in the story are guilty of setting the trap for the teacher because they all watched and laughed as she fell into mud."; "So, if people in the south could make material out of plants, like cotton, or paper from plants, like we did when we recycled. What plant do we have here that we can make into material or paper? We should try to make some"*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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## Specific Outcome 1.1.2 Grade 3

### Discover and Explore

Explain examples of text preferences

### Express Preferences

#### General Example(s)

- readers' club, poetry club, art/drama representations, commercials, book talks, response logs, book jackets, displays, book chair, author's chair, book fair, ...

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

#### Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 1.1.2 a. *Chooses appropriate texts of personal interest (oral, print, and other media)*

*Can select, with support if necessary, texts that can be read independently and comprehended.*

*Can select, with support if necessary, oral and visual texts with appropriate content that can be easily understood*

*May say: "I think this book about northern plants might be too hard for us to read. Can you help us?"; "This book is easy to read and it has lots of good information in the charts and diagrams."; "Let's ask Mrs. Fwasi if she knows any good stories about how they used birch bark."*

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#### 1.1.2 b. *Explains personal preferences with examples of preferred texts (oral, print, and other media)*

*May say, "My favourites include all the Disney movies, because ..." "I like the Captain Underpants and the Munsch books because they make me laugh." "I don't like poems, unless they are like RAP music. Then I feel like I can make a dance for them." "I always want movies about animals, like: "Stewart Little", "Charlotte's Web", "Good Boy", ..." "Let's make a recipe book of desserts; those are the best!"*

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#### 1.1.2 c. *Explains preferences for a particular medium (oral, print, or other media)*

*May say, "In my journal I drew what I imagined the Ogre looked like. I guess that I like to make my own pictures; so that is why I like to be read to."; "You said songs were like poems, but I like the songs better. I don't hear the music when we read poems."; "Charlie and the Chocolate Factory wasn't the same in the movie. When you read it to us, I didn't think he would look like that. I think I like the book better. And, the same things didn't happen, like ..."; "I want to use the map on the computer, not the one in the book. The computer lets me zoom in and out."*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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### Specific Outcome 1.1.3 Grade 3

Discover and Explore	Set Goals
Use reflections (about self as language user) to set goals	<b>General Example(s)</b>
* language use includes all six language arts	•self assessment in reflective journals, checklists, rating scales, ...
*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying	
*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing	

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 1.1.3 a. *Reflects upon and discusses reading / listening / viewing strengths and challenges (behaviours, skills, and strategies)*

##### *Evaluate Group Process (5.1.3)*

*conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's responses, checklists, reading inventories, ...*

*May say, ""What did I do that helped me be a better reader?" "I know that I like to read in a quiet spot, but I also like reading with a partner and talking about what we read."*

*"What did I do that helped me be a better writer?" "Since I like to read with a partner, let's write to each other in our journals, about the book we are reading."*

*"What did I do that helped me be a better viewer?" "I needed to talk about what we watched because it confused me."*

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- 1.1.3 b.** *Reflects upon and discusses writing / speaking / representing strengths and challenges (behaviours, skills, and strategies)*

*See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)*

*conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, writer's responses, checklists, reading inventories, ...*

*May say:*

*"What did I do that helped me be a better writer?" "Since I like to read with a partner, let's write to each other in our journals, about the book we are reading."*

*"What did I do that helped me be a better speaker?" "I made sure that I knew what I was going to say, and that I practiced it, before we presented the play."*

*"What did I do to make my representation better?" "I checked to make sure I had included all the important information in my brochure, and that the pictures matched the information."*

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- 1.1.3 c.** *Uses strengths and challenges to set goals to improve reading / listening / viewing (behaviours, skills, and strategies)*

*May say, "What are my strengths and weaknesses?" "What strategy(s) worked for me?"*

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- 1.1.3 d.** *Uses strengths and challenges to set goals to improve writing/ speaking / representing (behaviours, skills, and strategies)*

*May say, "What am I good at?" "What could I work on?" "What strategy(s) worked for me?"*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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### Specific Outcome 1.2.1 Grade 3

#### Clarify and Extend

Uses prior knowledge and new information to draw conclusions

#### Combine Ideas and Develop Understanding

#### Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

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### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

1.2.1 a. *Draws simple conclusions based on connections*

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1.2.1 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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1.2.1 c. *Begins to formulate new questions to clarify new understandings (ideas, information, and experiences)*

*conversations, centres, readers' and writer's workshop, research projects, science experiments, author's chair, book talk, exploratory talk, I wonder charts, journals / logs, peer and teacher conferences, Who-What-Where-When-Why-How (5Ws + How), Know-Want to Know-Learned (KWL), Then and Now, Before and After, pattern stories, Fortunately/Unfortunately, Bad news/Good news, Before During After (BDA), think alouds, interviews, Did You know?, inferences, conclusions, ...*

*May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "At first we were wondering how to clean up oil spills, now we want to know what really happens to the animals and plants in the area of the spills." "If this means ... Does it mean ...?" "What if ...?"*

*see Ask Questions (3.1.2)*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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## Specific Outcome 1.2.2 Grade 3

### Clarify and Extend

Explore personal and others' opinions and understandings

### Explain Opinions

#### Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 1.2.2 a. *Explores personal and others' opinions, understandings, and ideas (concepts)*

*talking, retelling, role playing, dramatizing, writing, questioning, journaling, logging, reflecting, ...*

*May say, "Isn't it a bit like things falling? Things always fall to the earth, they do not fall up into the sky. So, something is pulling them down. ... but I don't understand why things in rockets that go to the moon float in the cabins." "My aunt thinks that living in Edmonton would be the same as living in Yellowknife. Would it be?" "What is the difference between first class and third class, like they talk about on the Titanic? Why is money so important? Do we still do that to people in our world?"*

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#### 1.2.2 b. *Explains personal opinions, understandings, and ideas (concepts)*

*talking, retelling, role playing, dramatizing, writing, questioning, journaling, logging, reflecting, ...*

*May say, "I think ... because ...", "To give food to poor people is to be kind or generous. The man in the story gave food to the poor people. He is like the Salvation Army that gives baskets to families that need help at Christmas. I think we should make a plan to help people out in our school." "When I saw on TV how kids were working in factories, I asked my parents if we could adopt a foster child. Could our class adopt one?"*

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**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many

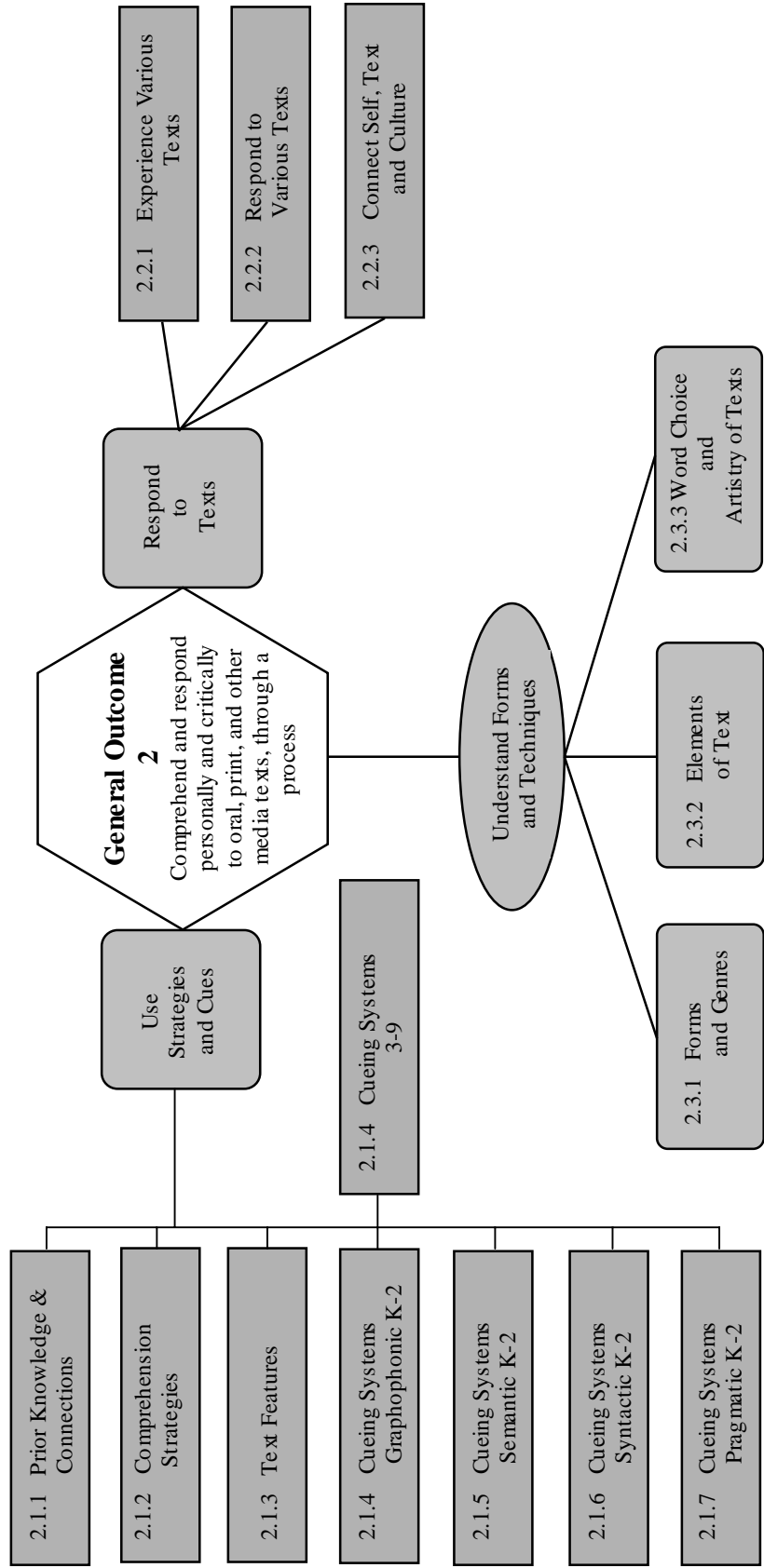
voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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### Specific Outcome 2.1.1 Grade 3

#### Use Strategies and Cues

Use prior knowledge to make connections between self and texts (oral, print, and other media)

\*reading process stages include: pre-reading, reading, responding, exploring, and applying

\*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

\*listening process stages include: pre-listening, listening, responding, exploring, applying

#### Prior Knowledge and Connections

##### General Example(s)

•talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...

##### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

- 2.1.1 a.** *Identifies connections and discusses the differences between personal experiences/prior knowledge and newly learned information from texts (oral, print, or other media)*

*finding patterns in stories, illustrations; multiple versions of a story*

*May say, "Last year we talked about things that float. This year we are designing boats to see how to make even heavy things float. Our model is flat bottomed and it can hold a lot of weight. Why is it like that?"*

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- 2.1.1 b.** *Represents the connections that evolved from conversations and the exploration of texts (oral, print, and other media)*

*\*May choose to use graphic organizers to represent the connections that evolved from conversations*

*May say, "We have two boats: one that topples over with its weight, and the second model that floats even when we put lots of pennies into it."*

*\*graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, Two Column Notes, paragraphs, think alouds, bibliographies, information flip books, ...*

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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### Specific Outcome 2.1.2 Grade 3

#### Use Strategies and Cues

Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding

\*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

\*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

\*reading process stages include: pre-reading, reading, responding, exploring, and applying

\*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

\*listening process stages include: pre-listening, listening, responding, exploring, applying

#### Comprehension Strategies

##### General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- **activating prior knowledge:** making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
- **determining importance:** identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- **question generating:** to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- **visualizing:** creating mental images that include visual, auditory, and other sensory connections to the text
- **inferring:** drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.
- **synthesizing:** retelling and summarizing; bringing together pieces of information within a text, during or after reading
- **monitoring for meaning:** thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.

##### Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**2.1.2 a.** *Understands what is read (using texts with an appropriate complexity of content and sophistication of style)*

*\*recognizes when what is read makes sense or does not make sense*

*conversations, self monitoring approach to reading (SMART) think alouds, think-pair-share (TPS), conferences, learning logs, dialogue journals, cloze activities, literature circles, peer/teacher conferences, paired/guided/shared/independent reading, ...*

*May say, "Our group is having trouble understanding this research we found about natural resources. It just doesn't make sense to us."; "This part about rivers talks about them pouring into the ocean and this part talks about going downstream. I am confused: down what stream?"*

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**2.1.2 b.** *Uses the seven key thinking / comprehension strategies to construct and confirm understanding, with guidance*

*\*\*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones*

*reading comprehension activities and recording tools might include: conversations, reader's workshop, brainstorming, predicting, drawing (beginning, middle, and predicting the ending), reenactments, dramatizations, Know-Want to Know-Learned (KWL), Know-Want to Know-Predict-Learned (KWPL), prediction frames, anticipation guides (advance organizers), listen-sketch-share (LSS), think-pair-share (TPS), predict-connect-check, Directed Reading-Thinking Activity (DRTA), shared reading, guided reading, Before-During-After (BDA) chart, literature circles, book talks, guided reading, Before-During-After (BDA) chart, literature circles, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look-it-over, conferencing, exploratory talk, Question the Author (QtA), Then and Now activities, Self-monitoring approach to Reading and Thinking (SMART), story mapping, prereading question strips, Question-Answer Relationships (QAR), ...*

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**2.1.2 c.** *Talks about what was learned to revise understanding of text, based on new information (using texts with an appropriate complexity of content and sophistication of style)*

*May say, "Oh right, the apostrophe, it means that there aren't three Toms, but that the car belongs to Tom. I get it now."*

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**2.1.2 d.** *Sets a purpose for listening, viewing or reading to anticipate meaning*

*talking, goal setting, researching, questioning, reciprocal questioning, experimenting, ...*

*May say, "That visitor talked about how ravens are so important. Now I want to know what they stand for. I wonder if they are like the Eagle for the Americans."*

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**2.1.2 e.** *Reflects upon own reading behaviours*

*See Set Goals (1.1.3), Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)*

*talking, journaling, logging, peer conferencing, teacher conferencing, parent conferencing, goal setting, ...*

*May say, "I have trouble when I read quietly. I understand it better if I read aloud."*

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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## Specific Outcome 2.1.3 Grade 3

### Use Strategies and Cues

Use textual cues to construct and confirm meaning

\*\*cues in narrative, expository, and poetic texts

### Text Features

#### Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**2.1.3 a.** *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text*

*\*\*in grade three, narrative textual cues include:*

- *book covers,*
- *titles,*
- *logical organization (sequential (beginning, middle, end), cause and effect relationships)*
- *sentence patterns,*
- *paragraphs,*
- *illustrations,*
- *photographs (in text, of author, of topic, ...),*
- *authors' profiles,*
- *font,*
- *type size,*
- *music / sounds,*
- *volume,*
- *colour,*
- *movement, and*
- *opening shots to videos*

*discuss, question, read, view, story mapping, ...*

*predictable books, films / movies, story books, picture books, oral stories, fairy tales, chapter books, comic books, ...*

*May say, "I sometimes get confused when a video starts a long time ago and then comes back." "We put the finding of the treasure at the top of our story mountain, because we think that that is the most exciting part of the novel. So our prediction is that the last two chapters will just finish off the story and not be too interesting."*

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**2.1.3 b.** *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text*

*\*\*in grade three, expository textual cues include:*

- *titles and chapter titles,*
- *logical organization (sequential, categorical, cause and effect relationships),*
- *photographs (in text, of author, of topic, ...),*
- *illustrations and corresponding captions,*
- *key words,*
- *capitalization,*
- *punctuation,*
- *table of contents,*
- *headings,*
- *dictionary guide words, and*
- *paragraphs*

*discuss, question, read, view, chart, map ...*

*May say, "The table of contents lists the different kinds of trees found in the NWT. This book will help us label what we find in our area." "The website about birch trees tells exactly what kind of environment birch trees need. This might change our predictions because not all of the land around town is the same."*

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**2.1.3 c.** *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text*

*\*\*in grade three, poetic textual cues include patterns or frames that organize the writing:*

- *titles,*
- *illustrations,*
- *poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,*
- *poems organized by: frames / patterns (shape poems, list poems, acrostic poems, alphabet poems)*
- *font,*
- *type size,*
- *music / sounds,*
- *volume,*
- *colour,*
- *movement,*
- *key words and placement,*
- *capitalization,*
- *punctuation and pauses, and*
- *placement and size of words*

*May say, "I am having a hard time modelling this song because it doesn't seem to have a real pattern to its verses. Sometimes there are four lines and then at other times there are only two."*

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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## Specific Outcome 2.1.4 Grade 3

### Use Strategies and Cues

Use vocabulary, language structure and context to construct meaning of a text

\*\* This SO includes graphophonic, semantic, syntactic and pragmatic cueing systems. **Students in Grade Three should be using all four systems in an integrated fashion to construct and confirm meaning from oral, print, and media texts**

### Cueing Systems

#### General Example(s)

Graphophonic: the letter-sound system of language. It is recognizing that letters have associated sounds and knowing how to pronounce and blend those sounds to decipher unknown words. Phonics is only helpful if used when needed: to figure out words when writing and to decode words when reading.

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

#### Specific Outcome Links

see Elements of Texts (2.3.2) and Spelling (4.3.2)

\*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 2.1.4 a. Reads for meaning; monitors, and self corrects

*\*using texts with an appropriate complexity of content and sophistication of style*

*See Comprehension Strategies (2.1.2)*

*monitoring strategies might include: in addition to those listed in previous grades: rejecting / adjusting predictions, recognizing cause and effect relationships, using knowledge of grammar, capitalization, and punctuation, using word patterns (prefixes, suffixes), making and confirming / rejecting / adjusting inferences, ...*

*May say, "When I had to answer my groups questions, I had to reread that part of the chapter book because I wasn't sure." ...*

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#### 2.1.4 b. Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)

*Fluency includes: intonation, pace, rate, volume, attending to punctuation\*, attending to context, ...*

*\*attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)*

*Attends to punctuation, word boundaries, capitalization, apostrophes, and quotation marks, when reading*

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#### 2.1.4 c. Applies phonetic rules and strategies to decode unfamiliar words in context

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

*-uses consonants (initial, medial, final), vowels (long and short), consonant combinations, and vowel combinations*

*\*using texts with an appropriate complexity of content and sophistication of style*

*reader's process, shared and guided reading, and writing process, ...*

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#### 2.1.4 d. Extends sight vocabulary / high frequency words

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#### 2.1.4 e. Applies knowledge of word analysis and context cues to predict meaning of new words, with guidance

- simple compound words,*
- contractions,*
- suffixes,*
- prefixes, and*
- root words*

*May say, "What does overdrive mean? Is it that you drive over something?"*

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#### 2.1.4 f. Recognizes that different text structures are required for different purposes

*Narratives have beginning, middle and end; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, Informational texts have headings and paragraphs, ...*

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**2.1.4 g.** *Interacts with text to talk about an author's / creator's purpose, audience, and choice of structure or form*

*\*using texts with an appropriate complexity of content and sophistication of style*

*\*it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

*see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Originals Texts (4.1.3)*

*May say, "When it is a play, it is for us to act and you guys to watch."; "The author is trying to be funny. Look at all the characters' names: they are all names of cheeses and the characters are all rats. Why did he choose those?"*

---

**2.1.4 h.** *Makes inferences to negotiate meaning of text (personal interpretations), with guidance*

*\*it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

*see Respond to Various Texts (2.2.2), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Enhance the Artistry (4.2.4)*

*May say, "The author is trying to be funny. Look at all the characters' names: they are all names of cheeses and the characters are all rats. Why did he choose those?"*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

### Specific Outcome 2.2.1 Grade 3

#### Respond to Texts

Explore a variety of **oral, print, and other media** texts

\*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

\*\*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### Experience Various Texts

##### General Example(s)

\***reading process** stages include: pre-reading, reading, responding, exploring, and applying

\***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

\***listening process** stages include: pre-listening, listening, responding, exploring, applying

##### Specific Outcome Links

See Connect Self, Texts, and Culture (2.2.3), Techniques and Elements (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**2.2.1 a.** *Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures*

*Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...*

*guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...*

**2.2.1 b.** *Sets a purpose for reading*

*enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...*

---

2.2.1 c. *Explores a variety of narrative texts*

***\*for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)***

***\*required*** narrative texts to ***explore*** in grade three:

- sequenced pictures / illustrations / video,
- oral stories (audio representations),
- story books (picture books with high proportion of text),
- stories and picture books written by their classmates,
- predictable books,
- plays (scripts),
- improvisations / dramatizations,
- traditional tales: such as fairy tales, fables, legends, tall tales, folk tales, myths, and
- novellettes / novellae (often in a series, chapters are short (5-10 pages), with an increasing amount of text on each page, usually feature a great deal of dialogue and action, often written in the first person, and sometimes supported by a few illustrations), each chapter usually presents and solves a problem
- narratives where main and minor characters are: predictable (inferences can be made about character's actions and feelings), concrete, close to learner's experiences, often stereotypical ("good" or "bad")
- narratives where setting (time and place) is: obvious and singular (in novellettes two settings are possible)
- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there is no ambiguity in the ending, clear cause-effect pattern, and
- narratives where ideas / content / vocabulary / theme: are grade appropriate

***suggested*** narrative texts include: sculptures, dances, narrative poems, songs, tableaux, comic strips or cartoon strips in the form of a narrative, scripts / dramas (television programs, radio plays, ...), slide shows (power point representations), ...

***\*sub-genres include:*** adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional

---

**2.2.1 d.** *Explores a variety of expository texts*

**\*required** expository texts to **explore** in Grade Three:

- book jackets
- DVD covers
- magazines
- brochures
- newsletters
- surveys
- board games
- agendas, itineraries, schedule
- trivia
- informational books (focused on a more narrow topic; higher proportion of text to illustrations)

*Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)*

*K-2 expository text examples: pictures, illustrations, props (airline tickets, menus, appointment cards, prescriptions, ...), charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, telephone book entries, learning logs, calendars, pictionaries, thank you notes, invitations, notes, cards, letters (to family, to friends, ...), book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures, ...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, letters (to characters, to familiar people (people in the school and around the community), ...), envelopes, book reports (learning logs, responses, summaries, ...), commercials, cookbooks, itineraries, schedules, agendas, television guides, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, summaries, letters (pen pal letters, ...), book reports (dioramas, character mobiles, book jackets, improvisations, ...), ...*

*grade 3 expository examples: classifieds ads, brochures or travel guides, guides, newsletters, surveys, interviews, questionnaires, timelines, magazine / newspaper articles, slide shows (power point representations), letters (letters of request or information, ...), book reports (graphic organizers, ...), atlases, encyclopedia, ...*

*Digital texts examples:*

*web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts ( books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....*

---

**2.2.1 e.** *Explores a variety of poetic texts*

**\*for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)**

**\*required** poetic texts to **explore** in grade three:

*poems with:*

- lots of repetition (refrain, lines, phrases),
- strong rhythm,
- description (grade appropriate vocabulary / qualifiers),
- rhyming pattern, and
- some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration, simile / comparison, personification)
- free verse

**\*suggested grade three** poetic texts include: *tongue twisters (alliteration), chants, rhymes, rounds, jump rope rhymes, jingles, nursery rhymes, pictures, visual representations, songs, sense poems (description), modelled patterns (list poems, alphabet poems, acrostic poems, comparison poems), songs, shape / concrete poems, couplets, raps, readers' theatre, diamantes, spoonerisms, riddles, jokes, ...*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

### Specific Outcome 2.2.2 Grade 3

Respond to Texts	Respond to Various Texts
<p>Respond to texts creatively and critically</p> <p><b>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</b></p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p>	<p><b>General Example(s)</b></p> <p>**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging</p> <p>*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic</p> <p>*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)</p> <p>responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...</p> <p><b>Specific Outcome Links</b></p> <p>•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)</p>

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 2.2.2 a. *Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning*

*\*it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

*\*the distinction between grade levels is the depth of the response*

*\*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.*

*•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)*

*•Knowledge may say: "On the NWT website, it says that we have a 'unique' type of soil here. I found out that it is different because it is made of volcanic ash."*

*•Comprehension may say: "The settlers that moved around the country would have changed what they ate, because it depended on where you settled."*

*•Application may say: "We made a map of the places where the Elders travelled along the Idaa trail and another one of where our grand parents travelled; they are almost the same for some of us!"*

*Analysis may say: ""We made a map of the places where the Elders travelled along the Idaa trail and another one of where our grand parents travelled; they are almost the same for some of us! We think that is because they would have travelled to follow food or to find good hunting or fishing spots."*

*•Synthesis may say: "My science experiment shows that if you keep plants out of the sun, they grow tall, but don't have many leaves and are not dark green. I wanted to prove that plants need the sun to produce their own food. You know, that photosynthesis stuff!"*

*•Evaluation may say: "In my reflection journal, I wrote that I think I did well on proving that plants change when they are not in the sun. I think that I could have done a better job of keeping my data to show ..."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

### Specific Outcome 2.2.3 Grade 3

#### Respond to Texts

Describe similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities

\*\*In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

\*reading process stages include: pre-reading, reading, responding, exploring, and applying

\*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

\*listening process stages include: pre-listening, listening, responding, exploring, and applying

#### Connect Self, Texts, and Culture

##### General Example(s)

\*\*discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

\*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

##### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

- 2.2.3 a.** *Describes similarities and differences between oneself / one's culture and various characters, communities and / or cultures portrayed in texts (oral, print, and other media)*

*\*information is embedded in narrative, expository, poetic, and texts*

*\*connecting self to text to world*

*See Experience Various Texts (2.2.1)*

*May say, "All the stories we have looked at and heard had animals in them. The Inuit stories have more bears in them; the stories from Yellowknife, often have ravens. How come? We have bears here too?" "On the TV we hear a lot about the American Thanksgiving. Why are they always wearing that funny hat and shoes with buckles on them." "When we watched that dance, it kind of told the story of the snow storm that we saw in yesterday's painting. The dancers were sad and lonely just like the old man is in the painting. I think he is lost in the snow storm."*

*May say, ""In both films, they use sleds for hunting. Our sleds have sides like the ones in the film about the people of the MacKenzie, but the ones in the second film, about the Inuit of the Coppermine area, don't have sides." "The commercials on TV and in advertisements in the magazines all show that Christmas is a happy time for kids. But in the movie, the kids who were greedy and asking for toys turned out to be the unhappy ones. The toys didn't make them happy."*

---

2.2.3 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

2.2.3 c. *Begins to talk about how groups of people are portrayed in texts*

*\*\*Awareness and sensitivity to bias and stereotype are critical.*

*\*\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*

*December 2005, Human Right Commission*

*"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."*

*May say, "Why do the posters about drinking and driving always show young people?" "I think that it's the same for smoking."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

### Specific Outcome 2.3.1 Grade 3

#### Understand Forms and Techniques

Recognize that the same information can be represented in a variety forms or genres

\*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### Forms and Genres

##### General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

##### Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

2.3.1 a. *Identifies the audience in form or genre*

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2.3.1 b. *Identifies the same information and ideas in a variety of forms and genres of texts*

*May say: "These two pieces are both about smoking. On the advertisement from the magazine, there is a warning about the dangers of smoking. In the newspaper article, there is a letter to the editor that talks about the same stuff because the guy who wrote it is mad that some people are not paying attention to the laws about smoking. He is warning us that we will all get cancer, even if we are not smoking."*

---

2.3.1 c. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

2.3.1 d. *Begins to talk about the differences among the genres: narrative, expository, and poetic*

*May say, "A dance tells a story, so can it be called a narrative?"*

---

2.3.1 e. *Begins to sort forms according to genres (narrative, expository, and poetic) and their purposes*

*May say, "So, if this advertisement is trying to making me buy Coke, it has to be a persuasive form of writing."*

---

2.3.1 f. *Begins to talk about literature in reference to sub-genres*

*\*sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional*

*May say, "I like adventure stories because they are full of action and they often to do different places. I guess they are sometimes like travelogues."*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

## Specific Outcome 2.3.2 Grade 3

### Understand Forms and Techniques

Listen, read, and view to identify the techniques and elements of texts

\*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

### Elements of Text

#### Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

\*\*grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 2.3.2 a. *Talks about and identifies elements of narrative texts*

*in grade three, narrative elements that develop a sense of story include:*

- **minor characters**
- **setting (time and place)**
- **sequence of events (problem/solution)**

*maintain from previous grades:*

- *beginning, middle, end, (story events)*
- *characters,*
- *main character*

---

**2.3.2 b.** *Talks about and identifies elements of expository texts that guide an inquiry*

*in grade three, expository elements include:*

- **content (topic, related information and details, summaries)**
- **logical organization (cause and effect relationships)**

*maintain from previous grades:*

- *logical organization (sequential, categorical)*

*See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)*

---

**2.3.2 c.** *Talks about and identifies elements of poetic texts to explore their effectiveness*

*in grade three, poetic elements include:*

- **rhythm**

*maintain from previous grades:*

- *description (senses),*
  - *rhyme,*
  - *repetition,*
  - *onomatopoeia (sounds)*
  - *alliteration (tongue twisters)*
  - *imagery*
  - *simile*
  - *personification*
- 

**2.3.2 d.** *Talks about and identifies techniques used to support texts (narrative, expository, poetic)*

*in grade three, techniques include:*

- **costumes and props**
- **subtitles**

*maintain from previous grades:*

- *type size*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *font*
- *title*
- *lighting choices*
- *publication information*

*May say, "This poster as to be about long ago. Look at the fur clothes that the explorers are wearing." "The Greek people wore clothes like ..."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

## Specific Outcome 2.3.3 Grade 3

### Understand Forms and Techniques

Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts

\* using texts with an appropriate complexity of content and sophistication of style

\*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

### Word Choice and Artistry of Texts

#### General Example(s)

\*\*voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

#### Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**2.3.3 a.** *Extends vocabulary while speaking, reading, and writing*

---

**2.3.3 b.** *Identifies words, techniques, or elements an author has chosen to create sounds, images, or rhythms (oral, print, and other media texts)*

*\*exploring descriptive and figurative language*

*May say, "The simile, 'he walked like a deer' told me that the hunter made no noise at all as he walked in the woods. I could actually see a picture in my imagination as I heard those words."*

---

**2.3.3 c.** *Talks about how an author expresses his / her voice in oral print, and other media texts, with guidance*

*\*\*Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:*

- 1. How does the author speak directly to the reader on an emotional level?*
- 2. How does the author experiment with style to match the purpose and intended audience?*
- 3. How does the author take risks to reveal the person behind the words?*

*developing an awareness of voice in text, in grade three, typically involves:*

- identifying significant details in texts*
- identifying most effective or appropriate descriptors*
- reading with expression and appropriate tone for the subject / topic*
- talking about the intended audience*

*to maintain from previous grades:*

- responding to feelings in texts read aloud or viewed*
- dramatizing familiar texts expressively*
- taking on characters in improvisations / puppet plays*
- understanding that bolded or coloured text represents strong feelings, or importance*
- talking about adjectives or adverbs in texts*
- responding personally to a text*
- talking about the author's tone*
- talking about the author's purpose*
- reading dialogue with expression*
- attending to exclamation points and question marks when reading*

---

**2.3.3 d.** *\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

---

**2.3.3 e.** *Begins to identify humour in text*

*May say, "In the old Charlie Chaplain movies they throw pies in people's faces. It makes me laugh, and my Dad too!"*  
*"We are making a list of all the 'Knock, Knock' jokes that we know. Do you want to hear some?"*

### General Outcome 3

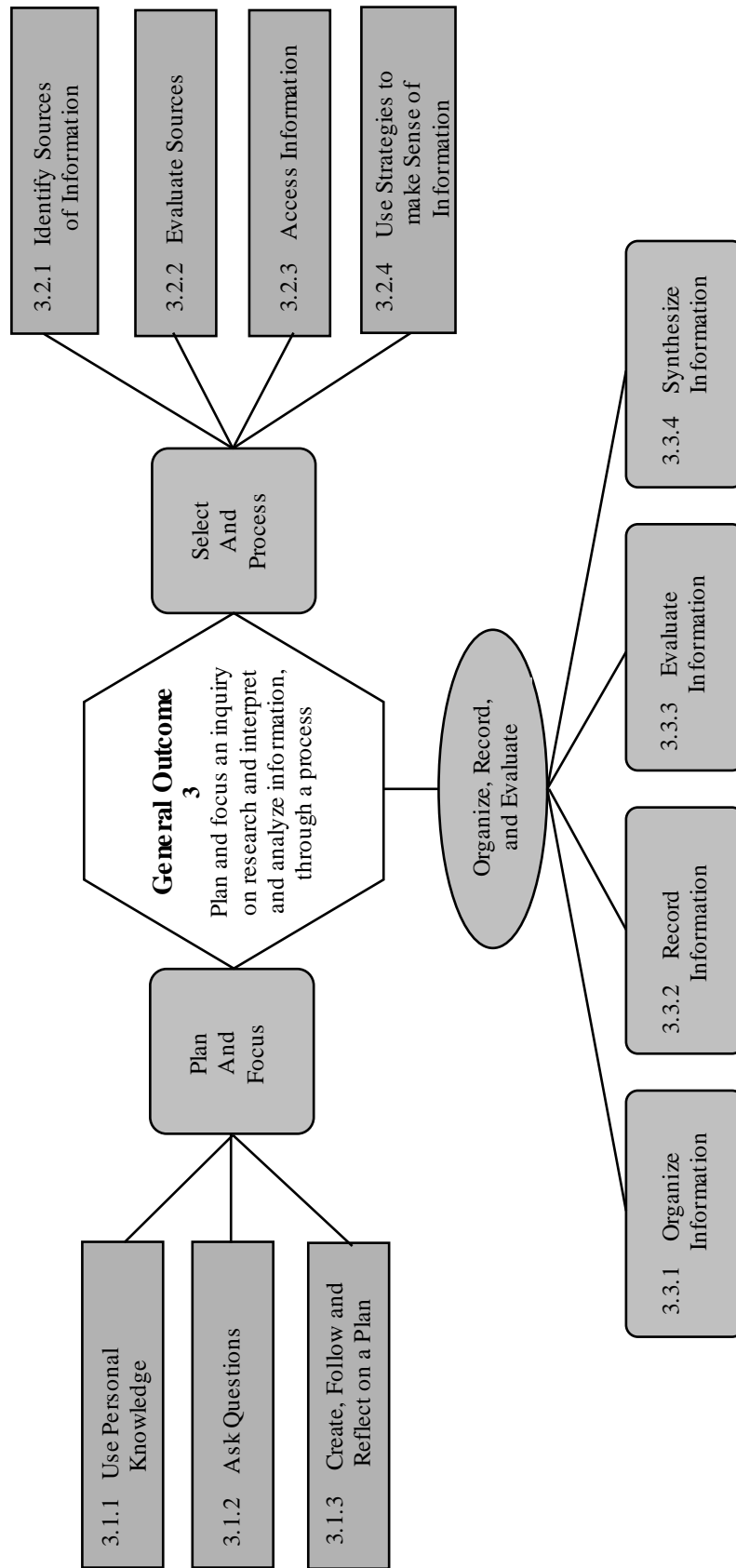


**Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.**

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



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## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.1.1 Grade 3

#### Plan and Focus

Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry

#### Use Personal Knowledge

##### General Example(s)

•Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, journals, learning logs, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) chart, picture and word splash, current event charts, science discovery tables, charts, inquiry notebooks, ...

##### Specific Outcome Links

•See Organize Information (3.3.1) for list of graphic organizers

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**3.1.1 a.** *Provides fact and opinions, main ideas, details, and descriptions of personal knowledge of a topic*

*May say, "A polar bear hibernates. A polar bear's cubs are born in their snow den. A brown bear can't hibernate in a snow den; maybe it goes into a cave."*

---

**3.1.1 b.** *Organizes personal knowledge of a topic being discussed through oral, print, and other media texts*

*graphic organizers Organize Information (3.3.1), stories, narrative texts, expository texts, science experiments, graphs, surveys, ...*

---

**3.1.1 c.** *Uses self-questioning to focus information needs*

*May say, "I need to find out more about..." "I wonder why/how ..."*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.1.2 Grade 3

Plan and Focus	Ask Questions
Ask topic-appropriate questions to identify information needs in own and group inquiry	<b>General Example(s)</b> •Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, I wonder chart, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, ...

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## Learning Outcomes & Corresponding Illustrative Example(s)

**By the end of Grade 3 the student...**

**3.1.2 a.** *Refines questions for clarification*

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**3.1.2 b.** *Refines questions that lead to exploration and investigation*

---

**3.1.2 c.** *Refines open-ended questions (general questions)*

---

**3.1.2 d.** *Refines questions to acquire specific information*

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---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.1.3 Grade 3

#### Plan and Focus

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

#### Create , Follow, and Reflect on a Plan

##### General Example(s)

•Questions, books (narrative text, expository texts), environmental print, experts, others, TV, library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, Internet, CD Rom, ...

##### Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 3.1.3 a. Identifies a purpose and audience

*May say, "I'm presenting at the Science Fair."*

---

#### 3.1.3 b. Chooses from a predetermined list of strategies to access and gather information

*See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), and Access Information (3.2.3)*

*strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ....*

*May say, "By Tuesday, identify sources, by Thursday, have information recorded in graphic organizer." "I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."*

---

#### 3.1.3 c. Chooses from a predetermined list of ways to record information

*See Identify Sources of Information (3.2.1), and Record Information (3.3.2)*

*graphic organizers: journals, lists, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, Two Column Notes, paragraphs, think alouds, bibliographies, information flip books, ...*

---

---

**3.1.3 d.** *Records information using the selected method*

*See Identify Sources of Information (3.2.1), and Record Information (3.3.2)*

*May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."*

---

**3.1.3 e.** *Uses appropriate forms of expression to connect purpose and audience*

*experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, preparing a skit/song for an assembly, narrative stories, illustrations, dancing, drumming, paintings, murals, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ads, newspaper articles, comic strips, reports, maps, graphs, science experiments, ...*

*identifying an audience, setting a purpose, linking a form of expression, ...*

*See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)*

---

**3.1.3 f.** *Reflects on choice of strategies and method for accessing and recording information*

---

**3.1.3 g.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

**3.1.3 h.** *Begins to adapt a plan for an inquiry: guided research to answer a question or need, and a representation*

*Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...*

*May say, "We cannot follow the same plan as we did for our last project, because this time we want to ask the Renewable Officers to come and help us; maybe they will have a model of a dam and we will not have to do the building of one. But, if we have to show this to the class, we might have to build one so that the roof comes off and they can see inside."*

---

**3.1.3 i.** *Begins to adapt a time line for completing specific steps within an inquiry project*

*teacher directed, student directed, or group directed*

*May say, "We were not able to do book our interview on Thursday; so we are going to use one of our research days next week to do the interview. When we are supposed to be interviewing, we will be doing Internet searches instead."*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.2.1 Grade 3

#### Select and Process

Use relevant information from a variety of sources to answer inquiry or research questions

#### Identify Sources of Information

##### General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

##### Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 3.2.1 a. *Uses relevant information from a variety of sources to answer inquiry or research questions*

*May say, "I have found a book about mosquitoes and my partner has found a video. I wonder if we will find the information about their life cycles in one of those."*

---

#### 3.2.1 b. *Identifies (collaboratively and / or independently) additional sources of information*

*Conversations, brainstorm, Think-Pair-Share (TPS), illustrations, draw and discuss, sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell presentations, ...*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.2.2 Grade 3

#### Select and Process

Review information to determine its usefulness to inquiry or research needs

#### Evaluate Sources

##### General Example(s)

•Think-Pair-Share (TPS), conversations, T-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, authentic learning projects, checklists, conferencing, self-assessment, Trash-Treasure-Save, ...

---

### Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student...

**3.2.2 a.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

**3.2.2 b.** *Begins to set criteria (collaboratively or independently) to evaluate sources / information*

*Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction, viewpoint, primary (experiential) or secondary source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, ...*

---

**3.2.2 c.** *Begins to evaluate the relevance of source / information using the pre-established criteria (teacher directed, student directed, or group directed)*

*See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)*

*May say, "This website shows the sequence of the plane taking off. We can use the pictures for our report, and then find some more information in that book to write good captions."*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.2.3 Grade 3

### Select and Process

Use knowledge of visual and auditory cues and organizational devices [such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words...] to locate and gather information and ideas

### Access Information

#### General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

#### Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (2.1.4)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 3.2.3 a. *Expands repertoire of visual cues to access information*

*body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, diagrams, ...*

---

#### 3.2.3 b. *Expands repertoire of auditory cues to access information*

*sounds, music, words, noises, pauses, volume, rhythm, ...*

---

#### 3.2.3 c. *Expands repertoire of textual cues to access information*

*See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues*

---

#### 3.2.3 d. *Uses the library's organizational system to locate information*

*Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, ; alphabetization of resources, ...*

---

#### 3.2.3 e. *Uses the computer to access information*

*\*\*Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

*\*applicable where technology is available*

*see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)*

*Internet sites, CD Roms, ...*

---

#### 3.2.3 f. *Accesses information from reference materials*

*conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, pictionaries / dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, spell check functions, directories, objects, artifacts ...*

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---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.2.4 Grade 3

#### Select and Process

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

#### Use Strategies to Make Sense of Information

##### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

- 3.2.4 a.** *Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)*

*Before-During-After (BDA), cloze activities, retelling/restating,, Pause and Predict, ...*

*May say, "My Grandmother makes a cough medicine by boiling birch bark; so I think that many plants must have ingredients in them that we can use to make medicine. I wonder if we can find out exactly how long we have to boil it for and with which other ingredients."*

---

- 3.2.4 b.** *Uses text and textual cues to confirm understanding of information (oral, print, and other media text)*

*See Access Information (3.2.3) for visual and auditory cues*

*See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues*

*discuss, question, read, view ...*

*May say, "The table of contents lists the different kinds of trees found in the NWT. This book will help us label what we find in our area."*

---

- 3.2.4 c.** *Identifies main ideas in information (oral, print, and other media text)*

*May say, "This dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and ..."*

*strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ...*

---

- 3.2.4 d.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
-

---

**3.2.4 e.** *Begins to identify supporting ideas in information (oral, print, and other media text)*

*Main idea map, main idea chart, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts. Main Idea Maps, Concept Webs, ...*

*May say, "This dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and ..."; "This poster is about the trees of the NWT. It is then divided into two sections: trees of the taiga and trees of the tundra."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.3.1 Grade 3

#### Organize, Record, and Evaluate

Organize and explain information and ideas using a variety of strategies

#### Organize Information

##### General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ...

##### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

#### 3.3.1 a. *Chooses appropriate graphic organizer from a selection*

*\*\*Keep in mind audience and purpose when matching the graphic organizer to the task*

*May say: "Let's use the RAN to show what we think we know about this. Then we can either check it off as confirmed or fix it if we were wrong, and add our new learning."*

---

#### 3.3.1 b. *Explains the choice of graphic organizer*

*May say, "We started by trying to work through a timeline, but went back to our list of graphic organizers and think that a flow chart might be better to show how one change affected lots of events ...."*

---

#### 3.3.1 c. *Sequences information and ideas*

*order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...*

*May say, "I need a conference to get help with finding a better ending to my story because it just seems to go on forever." "Our group wrote a recipe for love." "Can we write the steps for giving a dog a bath instead of the steps for recipe?"*

---

---

**3.3.1 d.** *Uses graphic organizers with guidance*

*\*\*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

*graphic organizers: journals, lists, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, Two Column Notes, paragraphs, think alouds, bibliographies, information flip books, ...*

*May say, "At the top of our pyramid, we put our topic, in the middle we wrote our main idea, and the bottom is full of details about our topic." "I guess copying the sentences from that research book was too much information on my Slim Jim; so I need to go back and choose only the key words." Process Notes: "I liked using the graph sheets to figure out the area of my room; and I think I can use that same graphing strategy to figure the area of our classroom, even if it isn't a perfect rectangle."*

*\*\*See Specific Outcome for list of possible strategies*

---

**3.3.1 e.** *Chooses appropriate strategies from a selection*

*May say, "Our job is to take notes using the same kind of Jot Chart as before, and then create a diorama showing a community in the Australian Outback that their group presented." "In my reflection journal, I wrote that I need to work more on my organizing skills. Next time, I need to make a plan and stick to it!"*

*\*\*See Specific Outcome for list of possible strategies*

---

**3.3.1 f.** ***\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

---

**3.3.1 g.** *Begins to explain information and ideas using the selected graphic organizer*

*May say, "This cycle shows the stages of a plant's life. You see right away that the seeds are at the beginning of the cycle and at the end." "These two graphic organizers, plot diagram or timeline, might help us to show the class what happened in the novel we read. Which would work best for us?"*

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.3.2 Grade 3

### Organize, Record, and Evaluate

### Record Information

Record facts and ideas using a variety of strategies; list authors and titles of sources

#### Specific Outcome Links

Organize Information (3.3.1)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 3.3.2 a. *Records information on a topic using the preselected method*

*May say, "When we talk to the Regional Biologist, we will record what she tells us in our log book, using T-chart with our questions on one side and her answers on the other. Let's also make a chart about the different kinds of bugs we have here."*

*See 3.3.1 for list of graphic organizers*

---

#### 3.3.2 b. *Lists title and author of source related to a topic*

#### 3.3.2 c. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

#### 3.3.2 d. *Begins to record key information and ideas, related to a topic, in own words using note making strategies* *note making strategies: webbing, mapping, coding, charting, paraphrasing, highlighting, ...*

*See 3.3.1 for list of graphic organizers*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.3.3 Grade 3

#### Organize, Record, and Evaluate

Determine whether collected information is sufficient or inadequate for established purpose

#### Evaluate Information

##### Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

#### 3.3.3 a. *Determines relevance of information and ideas*

**\*\*Keep in mind audience and purpose when selecting information**

*conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ..., ), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL+), response journals, learning logs, posters,.....*

*identifying question, deleting unimportant information, recording related ideas and examples, ...*

*May say: "We need information about other communities. This book is about our community, so we won't need that information."*

---

#### 3.3.3 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

#### 3.3.3 c. *Begins to recognize when more information is needed*

*conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ..., ), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned +What will I do Next? (KWL+), Know-Want to Know-Learned (KWL+), response journals, learning logs, posters, Trash-Treasure-and-Save, Peer Review, Inquiry or Research Checklist, ...*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.3.4 Grade 3

### Organize, Record, and Evaluate

### Synthesize Information

Assess experiences, skills and knowledge gained during the inquiry or research process

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**3.3.4 a.** *Asks and answers questions about personal strengths, challenges related to the research or inquiry process*

*conversations, sharing circles, sentence frames, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, inquiry self checklist, project reflection activities, self-assessment activities, self evaluation tools, ...*

*May say: "I am getting better at..."; "I need more practice with..."; "My best work shows up in .... part of my project."; "What kind of researcher am I? I need to have pictures with the information or it is hard to understand."*

---

**3.3.4 b.** *Asks and answers questions about what was learned in new information*

*May say, "I learned ....., so now I want to know why it is like that."*

---



**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

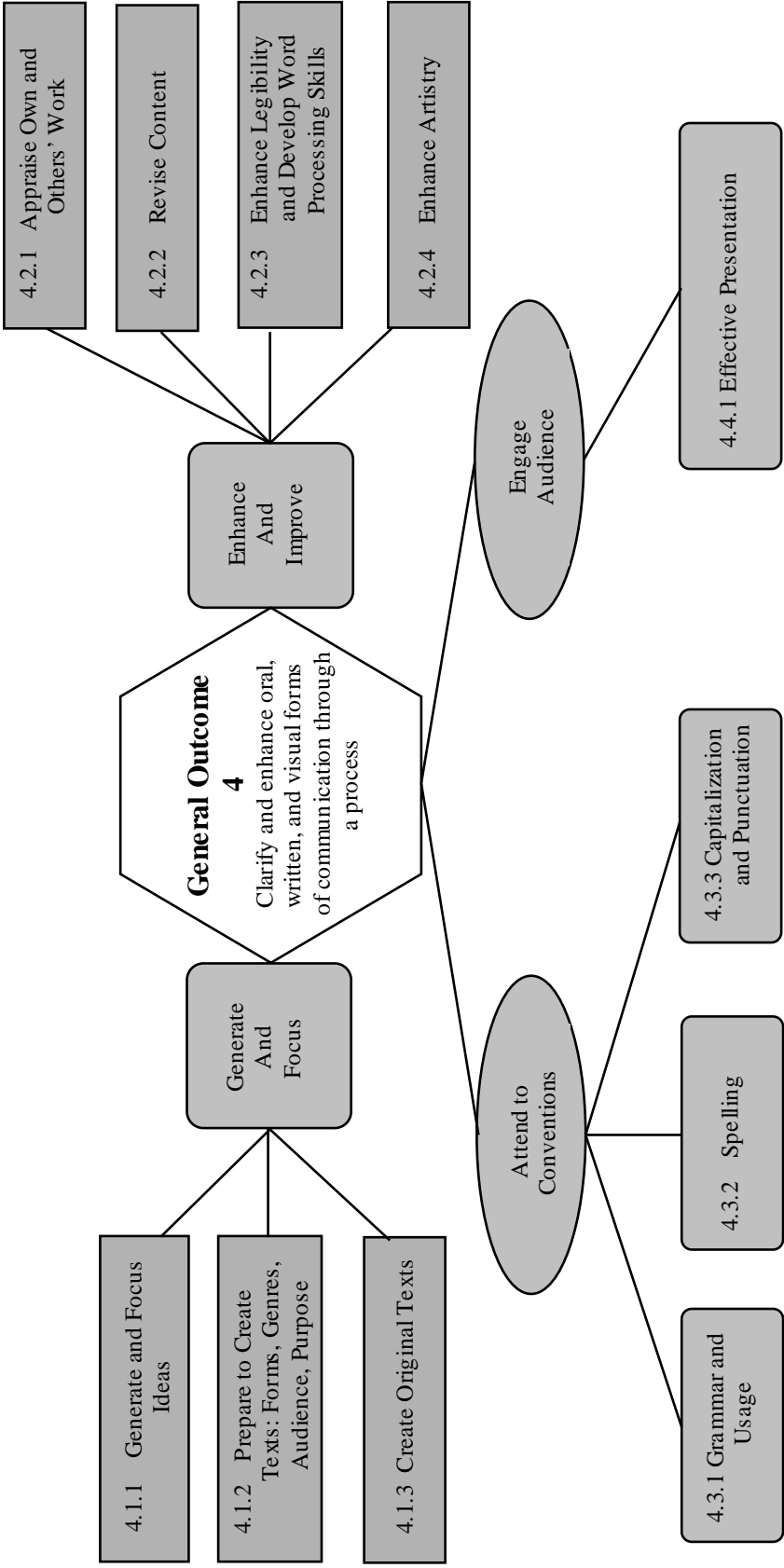
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.1.1 Grade 3

#### Generate and Focus

Generate and focus ideas on a topic, using a variety of strategies

\*writing process stages include: drafting, writing, revising, editing, and publishing

#### Generate and Focus Ideas

##### General Example(s)

idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, interviewing, organizing, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ...

##### Specific Outcome Links

see Express Ideas & Consider Others' Ideas (1.1.1), Prior Knowledge & Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)

\*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents

\*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**4.1.1 a.** *Talks and writes about personal experiences and ideas on a particular topic in an oral, print, or other media text*

*\*the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

*\*In developing ideas for representations, other sources of information naturally shape one's thinking conversations, sharing circles, centres, book talks, inquiries, improvisations, ...*

*May say: "We have been doing experiments about gravity and reading books about gravity on the moon and on the planets. Our new web has a part on it that we added about mass."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

## Specific Outcome 4.1.2 Grade 3

### Generate and Focus

Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

### Prepare to Create Texts: Forms, Genres, Audience, Purpose

#### General Example(s)

see Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.

#### Specific Outcome Links

•See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 4.1.2 a. *Chooses form, from a selection, to create an oral, print, or media text for an identified audience and purpose*

*\*\*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones*

*\*keep in mind that audience and purpose determine form*

*May say, "I am so glad that I don't have to do paragraphs this time because I chose comic strips instead of a story for this book review. I will share it with my class"; "This is a map; so our information needs to be clear. We wanted to do a map because we thought it would be easier for the others to understand, instead of just talking about it."*

---

#### 4.1.2 b. *Sequences and / or categorizes visuals and print to represent an idea or a story*

*\*organizational structures include: **beginning-middle-end (sequence), logical order, description (main idea and supporting details)**, compare and contrast, and cause and effect*

*\*May use graphic organizers: visual displays of ideas and information*

*conversations, dramatization, puppetry, book talks, think-pair-sketch, lists, class-created books, making wordless picture books, class books, journals, paintings, labels, predictable books, shared writing, sentence strips, word cards, timelines, life cycles, poems, songs, chants, journals, captions, lists, pattern books, stories, directions, recipes, rebus stories, cartoons, story vines, story boards, sentence frames, Information Pyramid, graphic organizers, ...*

*See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)*

*See 3.3.1 for list of graphic organizers*

*May say, "We started by trying to work through a timeline, but went back to our list of graphic organizers and think that a flow chart might be better to show how one change affected lots of events ...."*

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**4.1.2 c.** *Identifies an audience when creating texts (oral, print, and other media) with guidance*

*May say: "We have to use different language because we're writing to the Band Council."*

---

**4.1.2 d.** *Sets a purpose when creating texts (oral, print, and other media) with guidance*

*May say, "We need to get information from the elders." "I'm presenting at the Science Fair."*

---

**4.1.2 e.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**4.1.2 f.** *Begins to organize ideas into paragraphs, with guidance*

*- may use specific graphic organizers that support paragraphing (main idea-supporting detail). See 3.3.1 for list of graphic organizers*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.1.3 Grade 3

#### Generate and Focus

Create original texts (oral, print, and other media)

\*\*Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

\*oral presentation process stages include: planning, rehearsing, revising, presenting

\*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

#### Create Original Texts

##### Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**4.1.3 a.** *Creates original narrative texts (oral, print, and other media) applying familiar narrative forms*

*-see Experience Various Texts (2.2.1)\_*

*\*The writer creates forms that **are not parallel to** those he/she reads*

*pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories (adventures, fantasies, ...), comic strips or cartoon strips, folk tales, scripts (plays, puppet plays, ...), tableaux, fables, legends, tall tales, traditional stories, stories (mysteries, fiction, ...), scripts (television programs, radio plays, ...), slide shows (Powerpoint representations), riddles, jokes, ...*

---

**4.1.3 b.** *Incorporates some elements of narrative texts when creating texts (oral, print, and other media)*

*\*elements of narrative texts typical in grade three include:*

- *beginning-middle-end*
- *cause and effect (problem and solution)*
- *characters (main and minor)*
- *setting (time and place)*

*see Elements of Text (2.3.2)*

*\*The writer uses elements that **are not parallel** to those he/she reads*

---

**4.1.3 c.** *Creates original expository texts (oral, print, and other media) applying familiar expository forms*

*-see Experience Various Texts (2.2.1)*

*\*The writer creates forms that **are not parallel** to those he/she reads.*

*pictures, illustrations, props (airline tickets, menus, appointment cards, prescriptions, ...), charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, telephone book entries, learning logs, calendars, pictionaries, thank you notes, invitations, notes, cards, letters (to family, to friends, ...), book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures, ...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, letters (to characters, to familiar people (people in the school and around the community), ...), envelopes, book reports (learning logs, responses, summaries, ...), commercials, cookbooks, itineraries, schedules, agendas, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, letters (pen pal letters, ...), book reports (dioramas, character mobiles, book jackets, improvisations, ...), classifieds ads, brochures or travel guides, surveys, interviews, questionnaires, timelines, slide shows (Powerpoint representations), letters (letters of request or information, ...), book reports (graphic organizers, ...), ...*

---

**4.1.3 d.** *Incorporates some elements of expository texts when creating texts (oral, print, and other media)*

*\*elements of expository texts typical in grade three include:*

- *title*
- *content (topic and related information)*
- *logical organization (sequential, categorical)*
- *graphics (charts, maps, diagrams)*
- *publication information*

*see Elements of Text (2.3.2)*

*\*The writer uses elements that **are not parallel** to those he/she reads*

---

**4.1.3 e.** *Creates original poetic texts (oral, print, and other media) applying familiar poetic forms*

*-see Experience Various Texts (2.2.1)*

*\*The writer creates forms that **are not parallel** to those he/she reads.*

*pictures, visual representations, tongue twisters, list poems, modeled patterns, modeled songs, chants, rhymes, jingles, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, shape / concrete poems, couplets, readers' theatre, diamantes, ...*

---

---

**4.1.3 f.** *Incorporates some elements of poetic texts when creating texts (oral, print, and other media)*

*\*elements of poetic texts typical in grade three include:*

- description (senses)*
- rhyme*
- repetition*
- similes*
- onomatopoeia (sounds)*
- alliteration*
- line breaks*
- white space*

*see Elements of Text (2.3.2)*

*\*The writer uses elements that **are not parallel to** those he/she reads*

---

**4.1.3 g.** *Creates texts with a computer / computer program*

*See Enhance Legibility and Improve Keyboarding Skills (4.2.3)*

*narrative, expository, poetic (see previous outcomes)*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.2.1 Grade 3

#### Enhance and Improve

Participate in developing the criteria for focussed conversations about own and others' texts and representations

\*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

\*oral presentation process stages include: planning, rehearsing, revising, presenting

\*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

#### Appraise Own and Others' Work

##### Specific Outcome Links

**Techniques and Elements:** the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose**. The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems (2.1.4), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student...

- 4.2.1 a. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

**4.2.1 b.** *Begins to participate in development of criteria to respond to own and others' draft texts and representations*

*\*the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

*whole group discussions, mini-lessons, small group work, think-pair-share, ...*

*Content*

*May say, "Are we making a checklist to help us talk together about our work?" "We should be talking to each other about who we are writing for." "Our letters should have kind of like a conversation going." "The steps in our experiments should be clear and in order. Someone should be able to redo our experiment even if we are not around."*

*Techniques and Elements*

*May say: "When we use pictures, they should match the story." "The pictures we use should help the reader to understand the steps by seeing them."*

---

**4.2.1 c.** *Begins to use criteria when suggesting revisions to own and others' draft texts and representations (oral, print, and other media)*

*\*the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

*conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...*

*Content*

*May say: "We talked about trying to stick to one big idea in our stories this week. I think of I have too much stuff in my story. I'm going to try to make it simpler"*

*Techniques and Elements*

*May say: "We talked about using juicy words to describe things. I think you need juicier words to give me a better picture when I read"*

---

**4.2.1 d.** *Begins to use criteria when asking for feedback about own draft texts and representations*

*\*the criteria to guide the focussed conversations is based on Techniques and Elements and / or Content*

*conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...*

*May say, "According to this checklist / rubric, I need to work on adding more details / on subtitles, who can help me?" "I still didn't do so well on this part of the rubric. How could I have divided my topic up differently?"*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

## Specific Outcome 4.2.2 Grade 3

### Enhance and Improve

Clarify and extend ideas and revise organization

\*writing process stages include: drafting, writing, revising, editing, and publishing

### Revise Content

#### General Example(s)

conversations, partner talk, reread, read aloud, conference with teacher, ...

\*\*Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts

#### Specific Outcome Links

see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 4.2.2 a. Clarifies and extends ideas by adding or deleting some details and / or information

*See Word Choice and Artistry of Texts (2.3.3) and Enhance Artistry (4.2.4)*

---

#### 4.2.2 b. Revises sequence or organization of ideas and information

*See Text Features (2.1.3) and Prepare to Create Texts (4.1.2)*

*class discussion, play centers, work tasks, peer and teacher conferences, writing process, ...*

*May say: "I forgot to tell the part about where my grandfather skinned the beaver. All of a sudden my sister got new mitts. It's a bit mixed up."; "I went back and redid the lines. Now does it look more like a poem instead of a story?"*

---

#### 4.2.2 c. Revises content using a personal revision process.

*-by adding some detail*

*-by adding some information*

*-by adjusting sequence or organization*

*-by "showing" rather than "telling"*

*-by deleting some details*

*-by deleting some information*

*conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...*

*May say, "I want to make sure I get all the steps in this, so I'm rereading it to be sure."; "I think the beginning of my story is too long. I'm going to ask my friend to read it and see what she thinks."*

---

---

**4.2.2 d.** *Revises content using feedback from conferencing with others (with guidance)*

- by adding some detail*
- by adding some information*
- by adjusting sequence or organization*
- by "showing" rather than "telling"*
- by deleting some details*
- by deleting some information*

*•See Appraise Own and Others' Work (4.2.1), Work in Groups (5.1.1), and Use Language to Show Respect (5.1.2)*

*conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...*

*May say, "Why do you want me to do that?"; "I guess I could take away all the little things we did at the arcade. But then it seems like I have no story left. Which part do I keep to make it a story?"*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

## Specific Outcome 4.2.3 Grade 3

### Enhance and Improve

Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

\*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences

### Enhance Legibility and Develop Word Processing Skills

#### Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 4.2.3 a. *Demonstrates consistency in size and shape of letter (upper and lower) and number formations*

*\*Using lines on the page as a guide*

*\*It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

*\*For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

---

#### 4.2.3 b. *Uses word boundaries (spacing) consistently on a page and on an electronic screen*

*\*applicable where technology is available*

---

#### 4.2.3 c. *Uses the keyboard and a word processing program*

*\*\*Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

*\*applicable where technology is available*

- uses letter and numbers keys*
  - uses with paint tools*
  - uses with drawing tools*
  - uses directional arrow keys*
  - uses the space bar*
  - prints texts*
  - uses the mouse to point, click, and drag*
  - open, enter text, save, close, and print files*
  - spaces consistently***
  - highlights text***
  - backspaces***
  - capitalizes***
  - deletes text***
-

---

**4.2.3 d.** *Uses vocabulary associated with keyboarding and word processing*

*\*applicable where technology is available*

---

**4.2.3 e.** ***\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

---

**4.2.3 f.** *Begins to write letters (cursive)*

*\*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

***\*for assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing***

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

## Specific Outcome 4.2.4 Grade 3

### Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

\*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

\*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*writing process stages include: drafting, writing, revising, editing, and publishing

\*\*voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

### Enhance Artistry

#### General Example(s)

\*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

#### Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**4.2.4 a.** *Experiments with descriptive and figurative language in personal representations to create desired image and / or effect*

*\*Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.*

*\*Keep in mind audience and purpose when discussing appropriateness of language*

*\*the distinction between grade levels is the sophistication of vocabulary*

*See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)*

*May say, "I don't know if I should describe my experiment as successful or as if I should just say that it worked like I thought it would." "I had two short sentences and my partner showed me how to put them together; now my one sentence is: The needles on a pine tree are the leaves and they do not fall."*

---

**4.2.4 b.** *Uses new and accurate vocabulary in personal representations (related to personal interests or topics of study)*

*\*the distinction between grade levels is the sophistication of vocabulary*

*May say, "I wanted to use the word 'hamlet', but somebody in my group says that there is a difference between a hamlet and a town. What is the difference? And then we see "village" and "city" in the reading we do about communities in Canada. This is confusing."*

---

**4.2.4 c.** *Experiments with simple and compound sentence patterns*

*definition: a compound sentence has two independent clauses and balances the ideas in one clause against the other.*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

---

**4.2.4 d.** *Uses a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text)*

*\*\*In developing an awareness of voice the writer must ask:*

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

*In grade three developing an awareness of voice in text typically involves:*

- communicates feeling with bold lines and colours*
- expresses voice in dictation*
- taking on characters in improvisations / puppet plays*
- using simple adjectives*
- using simple adverbs*
- using a variety of simple sentence patterns*
- using new vocabulary*
- using big letters or underlining to show strong feelings or emphasis*
- chooses and uses expressive words or phrases from previously experienced texts*
- adding titles to text*
- creating tone that reflects feelings / emotions*
- using some strong verbs*
- selecting more specific nouns*
- **writing that is individual, expressive, and somewhat engaging***
- **using punctuation to show emphasis (exclamation points and question marks)***
- **incorporating dialogue***
- **using some unique expressions***
- **choosing specific words to reflect the main characters' feelings and age***
- **choosing words to add clarity and detail***
- **using vivid, expressive language***

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.3.1 Grade 3

#### Attend to Conventions

Use an editing process to enhance communication

Dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not clearly identifiable: words have a habit of being used in various ways (i.e. shade can be a noun, a verb, or an adjective).

**Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence; these functions can be played by single words or groups of words.**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*writing process stages include: drafting, writing, revising, editing, and publishing

#### Grammar and Usage

##### General Example(s)

\*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, Read-with-teacher ...

##### Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 4.3.1 a. *Writes declarative and exclamatory, interrogative and imperative sentences*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

---

**4.3.1 b.** *Uses an editing process, with guidance*

- *to check for completeness of an idea within a sentence*
- *to combine short sentences (conjunctions include: **and**, **but**, **because**, **or**, **so**)*
- *to check for beginning, middle, and end of personal text*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

*mini-lessons, editing checklists, self-editing, teacher and / or peer conferences, rereading of personal writing (typically out loud), ...*

*May ask, "Sometimes we just said that something happened, but we didn't say to who or where. Our story is missing pieces."*

*May say: "I wrote, 'It was a cold and stormy day'."*

*May ask, "This newspaper article didn't finish telling us what happened at the bank. I guess your group has to do something about that."*

---

**4.3.1 c.** *Discusses the function of the parts of speech in a sentence*

- *noun,*
- *verb,*
- *adjective,*
- *adverb,*
- *conjunction, and*
- ***pronoun***

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

*\*the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name*

*May say, "So, I and He and She replace a person's name?"*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.3.2 Grade 3

Attend to Conventions	Spelling
<p>Decrease approximated spelling and increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources</p> <p>*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.</p> <p>*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling for final drafts and published work.</p> <p>Phonetic Stage: vowels appear -- not necessarily always the right vowels but vowels are used and most sounds are represented by at least one letter. Most of what is written in this stage is readable.</p> <p>Transitional Stage: all sounds are represented and the spelling is usually a possible English spelling, just not always the correct spelling. There is a move away from the reliance on phonics by using visual and memory based strategies. Determining if words looks 'right' may still be difficult.</p> <p>*keep in mind Canadian spelling conventions</p> <p>The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.</p>	<p><b>General Example(s)</b></p> <p>*some of the most common words spelled differently in Canadian English include:</p> <ul style="list-style-type: none"><li>- acknowledgment</li><li>- aging</li><li>- analyse</li><li>- burned, learned</li><li>- cancelled</li><li>- catalogue</li><li>- centre, centred</li><li>- cheque</li><li>- civilization</li><li>- colour, labour</li><li>- criticize</li><li>- favour, flavour</li><li>- fulfill</li><li>- grey</li><li>- licence (n), license (v)</li><li>- moustache</li></ul> <p><b>Specific Outcome Links</b></p> <p>•see Cueing Systems ( 2.1.4 ), and Grammar and Usage (4.3.1)</p>

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 4.3.2 a. *Decreases reliance on approximated spelling and increases reliance on conventional spelling*

*\*students represent all essential sounds with letters and often develop their own spelling patterns for particular sounds*

*\*uses visual memory to spell sight words  
familiar and / or high frequency words*

---

**4.3.2 b.** *Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words*

*\*uses visual memory to attempt spelling of words*

*patterns may include: common letter combinations (list of words with 'br', 'ight'), word families, words ending in 'ing', silent 'e', word within a word, add 's' to make a plural noun and other internal plural markers (man-men), change 'y' to 'i' and add 'es' or 'ed', compound words, contractions, tense markers (ed, s, ing), ...*

---

**4.3.2 c.** *Uses spelling references*

*references may include: number line, word walls, learning centers, dictionaries, personal dictionaries, informational texts, atlases, maps, spell check function, time lines, charts, graphs, titles, junior thesaurus, ...*

---

**4.3.2 d.** *Uses spelling strategies*

*spelling strategies may include: Interactive Writing, references (alphabet, number line, labels, familiar environmental print, word walls, pictionaries, dictionaries, personal dictionaries, dictionaries, informational texts, atlases, maps, Internet), Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, visual memory, Picture the Word, Different Spellings (which one looks right?), Word in a Word, Read Backwards, ...*

---

**4.3.2 e.** *Participates in an editing process to check spelling, with guidance*

*\*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, use a dictionary, use a grade appropriate handbook, ...*

---

**4.3.2 f.** *Uses spell check on the computer*

*\*applicable where technology is available*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.3.3 Grade 3

#### Attend to Conventions

Use an editing process to check for punctuation and capitalization

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*writing process stages include: drafting, writing, revising, editing, and publishing

#### Capitalization and Punctuation

##### General Example(s)

\*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

##### Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (2.1.4)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

#### 4.3.3 a. *Applies rules of capitalization in personal representations*

- *proper nouns (names, places)*
- *pronoun "I"*
- *months of the year*
- *days of the week*
- *holidays (Christmas, Thanksgiving)*
- *titles (books, stories, poems, films, magazines, television programs)*
- *beginnings of sentences*
- *personal titles (Ms., Mr., Mrs., Dr.)*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

---

#### 4.3.3 b. *Applies rules for punctuation in personal representations*

- *periods at the end of simple sentences*
- *periods at the end of compound sentences*
- *question marks*
- *exclamation marks*
- *period after an abbreviation*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

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**4.3.3 c.** *Participates in an editing process to edit for punctuation and capitalization, with guidance*

*\*the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

*writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...*

*\*Editing strategies include: Self-Edit, Read-with-teacher, Peer-Edit, Read it Aloud, Reread, use a grade appropriate handbook, ...*

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**4.3.3 d.** *Edits for punctuation and capitalization with computer*

*\*applicable where technology is available*

*\*the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

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**4.3.3 e.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**4.3.3 f.** *Begins to apply rules for capitalization in personal representations*

*- first word within quotation marks*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

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**4.3.3 g.** *Begins to apply rules for punctuation in personal representations*

*- quotation marks*

*- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)*

*- apostrophes (possessives, contractions)*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

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## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

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### Specific Outcome 4.4.1 Grade 3

#### Engage Audience

Use techniques to enhance presentations of texts (oral, print, and media)

\*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)

\*presentations require planning and time for supported/scaffolded rehearsal

#### Effective Presentation

##### General Example(s)

\*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ... (see Examples of Forms of Expressive Language in NWT-ELA Support documents for further suggestions)

##### Specific Outcome Links

• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**4.4.1 a.** *Uses techniques used to enhance presentation of texts (oral, print, and media), with guidance*

- *titles,*
- *illustrations,*
- *photographs,*
- *colour,*
- *sounds,*
- *printed texts,*
- *type size,*
- *volume,*
- *simple graphics: diagrams, charts, graphs*
- *costumes, and*
- *props (overheads, artifacts, pictures, etc.)*

*May say: "Maybe we need to colour the graph for our science fair because it is a bit hard to understand." "Our dance won't be very clear, unless we put costumes on to show that we are supposed to be showing the story of long ago. In our own clothes, the story is all mixed up."*

---

**4.4.1 b.** *Engages (attracts and sustains) the audience*

*\*form of presentation determines which audience engagement techniques are appropriate*

*\***required** in grade three:*

- *varies voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more / less volume, ...)*
- *follows a logical sequence for the topic (based on pre-established plan)*

*to maintain from previous grades:*

- *understands the purpose for the presentation*
- *speaks with a clear voice*
- *faces the audience*
- *makes eye contact (culturally appropriate)*
- *uses appropriate body language (posture and gestures)*
- *introduces self*
- *uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, guests, font, print size, ...)*
- *maintains topic*
- *uses complete sentences*
- *uses specific vocabulary (theme / content related)*
- *responds to audience questions*
- *speaks fluently (pacing, phrasing)*

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**4.4.1 c.** ***\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

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**4.4.1 d.** *Begins to talk about how multiple media can enhance presentation of texts (oral, print, and media), with guidance*

*\*where technology is available, the students may begin to experiment with multiple media to enhance personal texts  
videos, CD Roms, visuals, bulletin boards, Power Points, maps, graphs, digital cameras, ...*

*May say, "Wouldn't this be neat if we could do a slide show of our trip to the Bush Camp?" "Our newspaper would be way better if we had pictures in it."*



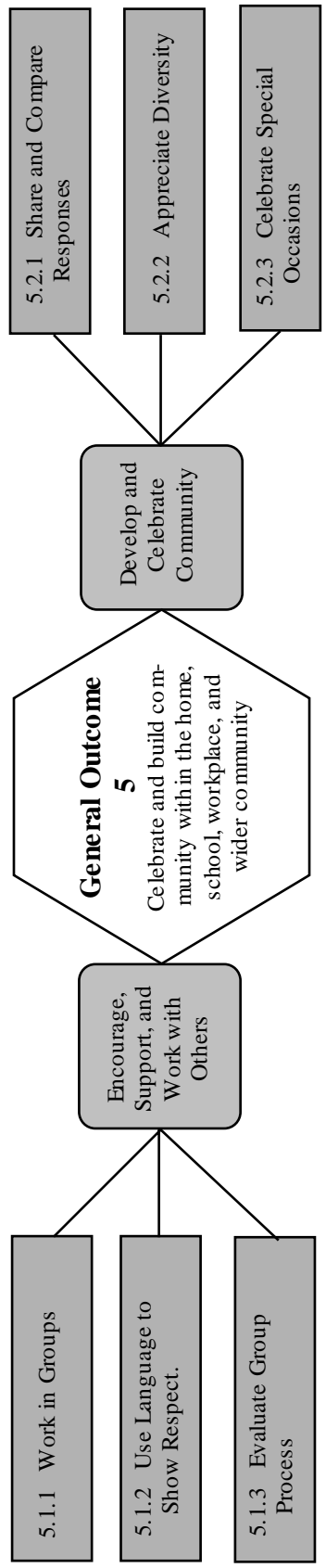
**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



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## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

### Specific Outcome 5.1.1 Grade 3

#### Encourage, Support and Work with Others

Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively

\*\*Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- role fulfillment (accepting responsibility)

#### Work in Groups

##### General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

##### Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**5.1.1 a.** *Follows pre-established group processes when collaborating with a peer to accomplish a task*

*\*\*variety of partnerships and groups may be self-selected or assigned*

**appropriate** group processes in grade three include:

- *stating expectations*
- *solving problems*

*see 5.1.3 (Evaluate Group Process) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:*

- *taking turns*
- *sharing ideas and information*
- *following directions*
- *accepting responsibility*
- *offering feedback*
- *accepting feedback*
- *responding to others' ideas*
- *asking and answering relevant questions*

---

**5.1.1 b.** *Accepts responsibility for a task and corresponding role in small / whole group activities*

*\*\*roles may be assigned by the individuals, the groups, or the teacher*

*centres, , assigned tasks, dramatizations, assignments, projects, ...*

*tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...*

*roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, editor, time keeper, negotiator, surveyor, interviewer, ...*

*May say, "I will be responsible for preparing the interview questions, but need help with the editing and recording."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

### Specific Outcome 5.1.2 Grade 3

#### Encourage, Support and Work with Others

#### Use Language to Show Respect

Adjust listening, viewing, speaking behaviours according to the situation

\*Be sensitive to different communicative patterns and languages

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

#### 5.1.2 a. *Speaks and listens / views respectfully*

\***appropriate** in grade three:

- giving nonverbal encouragement
- showing encouragement and appreciation

to maintain from previous grades:

- staying in one place
- keeping respectful silence
- keeping hands to self
- accepting different communicative patterns and languages
- sitting in close proximity to the speaker/presentation
- focusing on presentation or speaker
- using courteous, respectful language (word choice, tone)
- asking questions or participating in discussion / activity
- attentive facial expression and body language
- showing interest
- asking relevant questions

May say, "I heard what you said about berry picking on the Barren Lands."

---

#### 5.1.2 b. *Adjusts language to fit the context (audience, purpose, and situation)*

\*\*Alternating (code switching) between first/heritage language and English may enhance communication in some contexts

*volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, ...*

*Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, ...*

*peers, staff, family, guests, Elders, ...*

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## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

### Specific Outcome 5.1.3 Grade 3

#### Encourage, Support and Work with Others

Understand how class members help each other

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

#### Evaluate Group Process

##### General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, responding, predicting, using and giving feedback, responding, observing, goal setting, establishing criteria, describing, extending ideas, paraphrasing, ...

##### Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

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### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

#### 5.1.3 a. *Participates in the development of the criteria to evaluate group processes*

*May say, "We need to make a T-chart to put on our walls so that we can go back and check what we are supposed to be doing when we work in groups. We could put things like: taking turns, staying on task, ..." "We could make one of those scales, I forget what they are called, but you see them in magazines. We could ask questions about how groups are supposed to work, from our T-charts. Then people could decide if they did that at a low level, and get a 1, or at a medium level, and get a 2, or really well, and get a 3."*

---

#### 5.1.3 b. *Assesses the effectiveness of the group process using the set criteria*

*May say, "I think that the work we did with our project really helped the class see the problem of water pollution. So we did well on that part."*

---

#### 5.1.3 c. *Reflects on personal behaviors and / or learning style*

*\*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

*\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

*conversations, sharing circle, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...*

*May say, "What have I learned about how I learn?" "What do I need to change, to learn this more easily?" "What can I do next time?" "Which strategies can I use? Which one would work for this?"*

---

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**5.1.3 d.** *Reflects on personal behaviours that contribute to group success to set personal goals*

*\*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

*\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

*May say, "We giggled a lot and had a hard time staying on task; so for the question about getting the task done, I had to write that I did not finish." "I circled the low end of the scale for the question about getting the task done, because I did not finish. We worked slowly and I needed more time to get the writing part done."*

---

**5.1.3 e.** *Offers constructive feedback to a peer about group processes*

*May say, "When we were working together, you helped me to not be so scared to act my part out. I don't think I could have done it if you hadn't showed me how to look at the top of the crowds' heads instead of in their eyes."*

---

**5.1.3 f.** *Applies peer feedback about personal role in group processes*

*May say, "My partner thinks that I am too quiet in the group and should say what I am thinking. So, for this next group project, I am going to try to talk more."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

## Specific Outcome 5.2.1 Grade 3

### Develop and Celebrate Community

### Share and Compare Responses

Record ideas and experiences and share them with others

#### Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student...

### 5.2.1 a. *Represents own ideas and experiences*

*representations: books, journals, stories, cartoons, dramatizations, centers, puppets, circles, conversations, portraits, collages, paintings, carvings, sculptures, writings, advertisements, author's chairs, storytellings, bulletin board collages, audio tapes, video and photo essays, ...*

---

### 5.2.1 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

### 5.2.1 c. *Begins to describe similarities and differences between own and others' experiences*

*circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, ...*

*"I thought it was fun to get up in front of everyone in the community hall to sing, but Allie said she was really scared to do it."; "I loved riding on the skidoo to get to camp, but Sammy said the bumps made him sick. I said it was because he ate 4 hot dogs first!"*

---

## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

## Specific Outcome 5.2.2 Grade 3

### Develop and Celebrate Community

Explore own and other cultures

**\*\***It is important to create an open atmosphere in the classroom community that is respectful of diversity.

**\*\***In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

### Appreciate Diversity

#### General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, ....

**\*\***Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...

#### Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 3 the student...

**5.2.2 a.** *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

---

**5.2.2 b.** *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

*\*examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

*May say, "We are learning a different language at school, than what we speak at home. When I speak to my Mom, she likes it if we talk in our language."*

---

**5.2.2 c.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**5.2.2 d.** *Begins to use questions and conversations to develop an awareness of own and other cultures and ways of life*

*cultural diversity may be evident through: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, customs, histories, ...*

*May say, "My group looked at the Idaa Trail on the museum web site. The tools shown on there are both hunting and gathering tools. I want to know if I am from a hunting and gathering culture too? But we don't hunt and gather anymore."*

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## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

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### Specific Outcome 5.2.3 Grade 3

#### Develop and Celebrate Community

#### Celebrate Special Occasions

Acknowledge and celebrate individual and class achievements

\*\*Be sensitive to cultural differences in celebrating cultural occasions and achievements

#### Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 3 the student...

- 5.2.3 a.** *Participates in classroom celebrations to acknowledge groups and others' achievements (personal and academic)*  
*student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...*
- 
- 5.2.3 b.** *Contributes to individual and class representations for an identified community / audience*  
*ideas, expertise, experiences, skills, feelings, opinions, ...*  
*conversations, journals, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, ...*
- 
- 5.2.3 c.** *Offers personal and academic strengths to others*  
*May say "I'm going to the Kindergarten room for indoor recess to read to my sister."; "I can help paint the background for the play. I'm good at art."*
- 
- 5.2.3 d.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 
- 5.2.3 e.** *Begins to select appropriate language and form to celebrate special events or accomplishments*  
*\*\*Keep in mind audience and purpose when selecting forms*  
*\*\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*  
*forms may be written, verbal, dramatic, poetic, ...*  
*May say, "When we finish our centres, we would like to invite another class to visit them. We need to check if our centres would work for younger classes or only for the older ones."*
-