

## *Grade 3*

Comprehend the various forms of text and respond critically, personally and creatively

Manage ideas and information in order to create and enhance a variety of forms of text

Explore thoughts, ideas and feelings

**Students will communicate and / or collaborate to:**

Comprehend the various forms of text and respond critically, personally, and creatively.
Manage ideas and information in order to create and enhance a variety of forms of text.
Explore thoughts, ideas, and feelings.
Items in turquoise were 'add ins' done as a result of discussion in the groups.

**General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1 - Gold	2 - Silver	3- Bronze
<b>1.1 Discover and Explore</b>		
<b>Express ideas and develop understanding</b>		
connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts		
explain understanding of new concepts in own words		
	explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts	
<b>Experiment with language and forms</b>		
	choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others	
<b>Express preferences</b>		
		choose and share a variety of oral, print and other media texts in areas of particular interest
<b>Set goals</b>		
		discuss areas of personal accomplishment as readers, writers and illustrators
<b>1.2 Clarify and Extend</b>		
<b>Consider the ideas of others</b>		
ask for the ideas and observations of others to explore and clarify personal understanding		
<b>Combine ideas</b>		
	experiment with arranging and recording ideas and information in a variety of ways	
<b>Extend understanding</b>		
ask questions to clarify information and ensure		

understanding

**General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

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<b>2.1 Use Strategies and Cues</b>		
<b>Use prior knowledge</b>		
	share ideas developed through interests, experiences and discussion that are related to new ideas and information	
	identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning	
<b>Use comprehension strategies</b>		
use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials		
apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions		
identify the main idea or topic and supporting details in simple narrative and expository passages		
extend sight vocabulary to include predictable phrases and words related to language use		
read silently with increasing confidence and accuracy		
monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and raphophonic cueing systems		
<b>Use textual cues</b>		
use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning		
attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading		

<b>Use phonics and structural analysis</b>		
apply phonic rules and generalizations competently and confidently to read unfamiliar words in context		
apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context		
associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context		
<b>Use references</b>		
	put words in alphabetical order by first and second letter	
	use picture dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	
<b>2.2 Respond to Texts</b>		
<b>Experience various texts</b>		
		choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays
	tell or write about favourite parts of oral, print and other media texts	
	identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites (fiction vs nonfiction)	
connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references		
<b>Construct meaning from texts</b>		
connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences		
summarize the main idea of individual oral, print and other media texts		

	discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts	
	make inferences about a character's actions or feelings	
		express preferences for one character over another
<b>Appreciate the artistry of texts</b>		
		express feelings related to words, visuals and sound in oral, print and other media texts
		identify how authors use comparisons, and explain how they create mental images
<b>2.3 Understand Forms, Elements and Techniques</b>		
<b>Understand forms and genres</b>		
		identify distinguishing features of a variety of oral, print and other media texts
		discuss ways that visual images convey meaning in print and other media texts
<b>Understand techniques and elements</b>		
include events, setting and characters when summarizing or retelling oral, print or other media texts		
	describe the main characters in terms of who they are, their actions in the story and their relations with other characters	
		identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques
<b>Experiment with language</b>		
		recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment
<b>2.4 Create Original text</b>		
<b>Generate ideas</b>		
recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment		
<b>Elaborate on the expression of ideas</b>		
use sentence variety to link ideas and create impressions on familiar audiences		

<b>Structure texts</b>		
	experiment with a variety of story beginnings to choose ones that best introduce particular stories	
add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot		

**General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.**

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**3.1 Plan and Focus**

**Focus attention**

use self-questioning to identify information needed to supplement personal knowledge on a topic		
identify facts and opinions, main ideas and details in oral, print and other media texts		

**Determine information needs**

	ask topic-appropriate questions to identify information needs	
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**Plan to gather information**

		contribute ideas for developing a class plan to access and gather ideas and information
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**3.2 Select and Process**

**Use a variety of sources**

	find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment	
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**Access information**

	use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information	
locate answers to questions and extract appropriate and significant information from oral, print and other media texts		
		use card or electronic catalogues to locate information

**Evaluate sources**

	review information to determine its usefulness in answering research questions	
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**3.3 Organize , Record and Evaluate**

<b>Organize information</b>		
organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing		
draft ideas and information into short paragraphs, with topic and supporting sentences		
<b>Record information</b>		
	record facts and ideas using a variety of strategies; list titles and authors of sources	
list significant ideas and information from oral, print and other media texts		
<b>Evaluate information</b>		
	determine if gathered information is sufficient to answer research questions	
<b>3.4 Share and Review</b>		
<b>Share ideas and information</b>		
	organize and share ideas and information on topics to engage familiar audiences	
	use titles, headings and visuals to add interest and highlight important points of presentation	
<b>Review research process</b>		
		assess the research process, using pre-established criteria ( <b>emphasis placed on cross curricular</b> )

<b>General Outcome 4:</b> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.		
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<b>4.1 Enhance and Improve</b>		
<b>Appraise own and other's work</b>		
	share own oral, print and other media texts with others to identify strengths and ideas for improvement	
<b>Revise and edit</b>		
	combine and rearrange existing information to accommodate new ideas and information	
edit for complete and incomplete sentences		
<b>Enhance legibility</b>		
print legibly, and begin to learn proper alignment, shape and slant of		

cursive writing		
space words and sentences consistently on a line and page		
use keyboarding skills to compose, revise and print text		
understand and use vocabulary associated with keyboarding and word processing		
<b>Expand knowledge of language</b>		
	explain relationships among words and concepts associated with topics of study	
experiment with words and word meanings to produce a variety of effects		
<b>Enhance artistry</b>		
	choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts	
<b>4.2 Attend to Conventions</b>		
<b>Attend to grammar usage</b>		
	identify a variety of sentence types, and use in own writing	
identify correct subject–verb agreement, and use in own writing		
use adjectives and adverbs to add interest and detail to own writing		
distinguish between complete and incomplete sentences		
<b>Attend to spelling</b>		
use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing		
	identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing	
identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing		
<b>Attend to capitalization and punctuation</b>		
use capital letters appropriately in titles of books and stories		
	use exclamation marks, appropriately, as end punctuation in own writing	
	use apostrophes to form common contractions and to show possession	



	in own writing	
identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension		
<b>4.3 Present and Share</b>		
<b>Present information</b>		
	present ideas and information on a topic, using a pre-established plan	
<b>Enhance presentation</b>		
		use print and nonprint aids to illustrate ideas and information in oral, print and other media texts
<b>Use effective oral and visual communication</b>		
	speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas	
<b>Demonstrate attentive listening and viewing</b>		
rephrase, restate and explain the meaning of oral and visual presentations		
	identify and set purposes for listening and viewing	

**General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

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**5.1 Respect Others and Strengthen Community Present and Share**

**Appreciate diversity**

describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts

retell, paraphrase or explain ideas in oral, print and other media texts

**Relate texts to culture**

identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities

**Celebrate accomplishments and events**

use appropriate language to acknowledge and celebrate individual and class accomplishments

**Use language to show respect**

demonstrate respect for the ideas, abilities and language use of others

**5.2 Work Within a Group****Cooperate with others**

	work cooperatively with others in small groups on structured tasks	
	identify others who can provide assistance, and seek their help in specific situations	

**Work in groups**

	contribute ideas and information on topics to develop a common knowledge base in the group	
	ask others for their ideas, and express interest in their contributions	

**Evaluate group process**

		assess the effectiveness of group process, using pre-established criteria
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