**2010**
Saskatchewan Curriculum

# English Language Arts

# 3

**Ministry of Education**

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# Acknowledgements

# Introduction

English language arts (ELA) is a Required Area of Study in Saskatchewan's Core Curriculum. The purpose of this curriculum is to outline the provincial requirements for Grade 3 English Language Arts.

## Time Allotment

The Saskatchewan Ministry of Education has established a provincial policy for the amount of time that must be allocated to language arts instruction at each grade level. The required minutes for English language arts allotted to Grade 3 is 560 minutes per week.

## Curriculum Content

This curriculum provides the intended learning outcomes that grade 3 students are expected to achieve in English language arts by the end of the year. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes.

The learning experiences planned for students will support student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning for Saskatchewan and the Cross-curricular Competencies described on the following pages.

The English language arts curriculum provides:

- direction for supporting student achievement of the Broad Areas of Learning and the Cross-curricular Competencies
- the K-12 aim and goals for English language arts in Saskatchewan
- the characteristics of an effective English language arts program
- Grade 3 English Language Arts outcomes and indicators
- sample assessment and evaluation criteria for determining student growth and achievement in relation to the outcomes in English language arts
- connections with other areas of study.

Additional support resources will appear online.

# Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its components and initiatives, Core Curriculum supports student achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* on the Saskatchewan Ministry of Education website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website at *www.education.gov.sk.ca/policy* for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELs)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2004)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

# Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

## Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

## Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world around them. They use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

## Engaged Citizens

In the English language arts, students learn how language can empower them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

# Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

## Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

# Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself and for others, and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, community, social responsibility, diversity, and sustainability. Students study texts and ideas about personal and philosophical; social, historical, and cultural; imaginative and literary; communicative; and environmental and technological topics.

# Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

# Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action. Socially responsible learners contribute to their physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

# K-12 Aim and Goals of English Language Arts

The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.
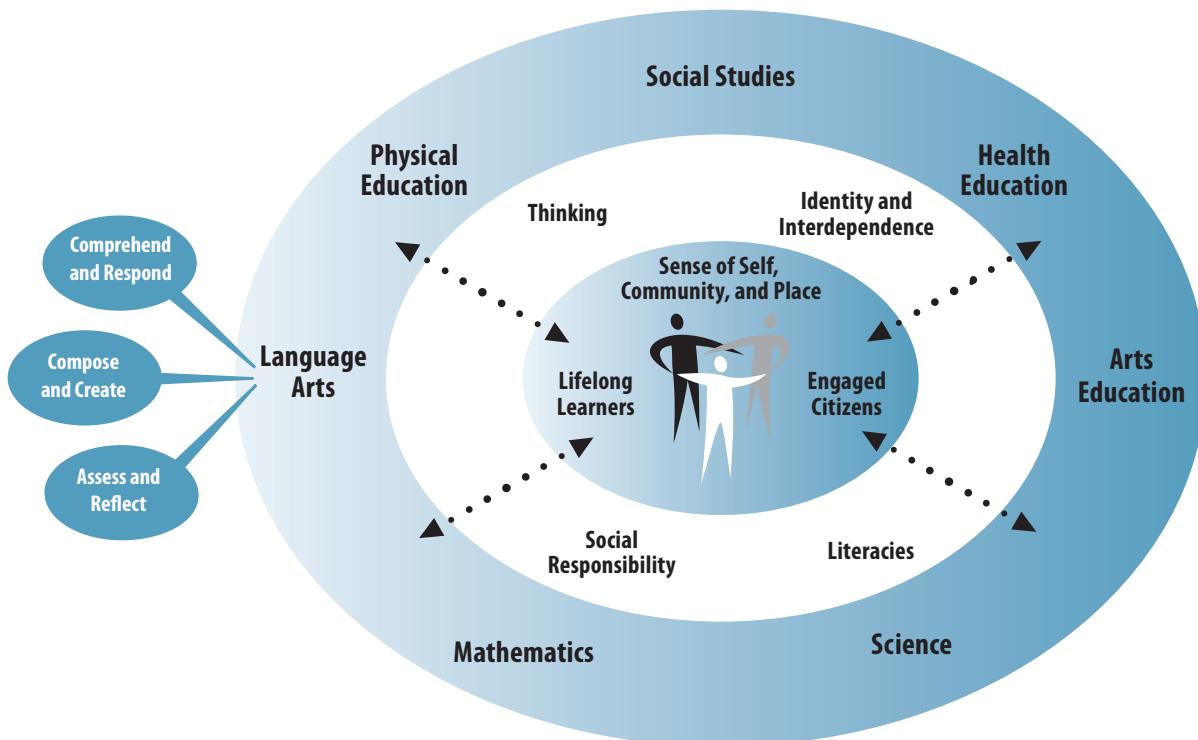
The K-12 goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

**Comprehend and Respond (CR)** – Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

**Compose and Create (CC)** – Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

**Assess and Reflect (AR)** – Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

Figure 1. K-12 Aim and Goals of English Language Arts

## An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be rather than the way educators might know it to be. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help them find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

"When a learner makes connections and learning takes place, it is because of focused teaching ...." (Fullan, Hill, & Crévola, 2006, p. 34). Focused teaching requires:

- a detailed map of what is expected that students will know and be able to do, clearly stated in outcomes and associated indicators
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines.

(Fullan, Hill, & Crévola, 2006, pp. 36-37)

This curriculum is designed to be the starting point for instructional planning. It includes the philosophical underpinnings of the area of study and provides the knowledge (i.e., factual, conceptual, procedural, metacognitive, or a combination of these) that students are expected to know, understand, and be able to do at the end of Grade 3. A careful analysis of the outcomes supports teachers in determining the types of evidence that they might look for to assess whether students have achieved these outcomes. This knowledge supports teachers in designing and/or choosing assessment and evaluation tools to monitor and report on student learning in English language arts. It is the starting point that will allow English language arts teachers "to develop and deepen students' understanding of important ideas and processes in the disciplines equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind" (Wiggins & McTighe, 2007, p. 13).

An effective English language arts program is rooted in research-based practice that specifies what is and is not effective in teaching English language arts (see next page).

Table 1. What ELA Is Versus What ELA Is Not

| What ELA Is | What ELA Is Not |
|---|---|
| Appreciating children as active learners and accepting them as competent co-learners who can socially and culturally construct knowledge with adults | Seeing children as passive vessels to be filled and believing that learning is received from outside sources and is to be recapitulated |
| Helping children actively seek to understand the world around them and to learn about life and language | Telling children what knowledge they need to know but not having them use it or apply it |
| Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes | Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task) |
| Recognizing the central role of language in communicating, thinking, and learning | Letting printed books, isolated activities, and worksheets drive the program |
| Setting meaningful and relevant contexts for teaching and learning including connections to students' experiences, knowledge, and personal and cultural identity | Giving isolated language activities and using unrelated texts |
| Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars) | Having only teacher awareness of the outcomes and not sharing them with students |
| Teaching and learning for "deep understanding" (including using questions for deeper understanding as a focus) | Asking and answering solely teacher-directed questions |
| Making meaning of ideas or information received (when viewing, listening, and reading) | Answering knowledge/comprehension questions, individually, after reading print texts |
| Creating meaning for themselves and others (when speaking, writing, and using other forms of representing) | Using only limited forms of communicating, usually writing |
| Using a variety of strategies (e.g., Before, During, and After) depending upon the task | Following only teacher-directed skills and strategies and spending time on isolated skill and drill |
| Engaging in inquiry learning | Doing a project or, if time permits, a series of activities to bring closure |
| Reflecting on own learning and literacy | Assuming that the responsibility for learning and literacy lies with the teacher |

Through a "deep" understanding of this curriculum (Fullan, Hill, & Crévola, 2006) and knowing when to use effective instructional, assessment, and classroom-management strategies based on sound research (Marzano, 2007), English language arts teachers can help all students become competent and confident language users.

**An Effective English Language Arts Program:**

- provides meaningful contexts that address "big ideas" and questions for deeper understanding
- focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program
- focuses on language and helps students understand how it works
- teaches students through powerful cognitive and communication strategies
- includes a range of texts (oral, print, and other media)
- encourages student inquiry, social responsibility, and self-reflection

## Provides Meaningful Contexts and Questions for Deeper Understanding

An effective ELA program provides **meaningful contexts** for students to learn about language. The English language arts program is designed for students to develop their language skills and strategies and become competent and confident users of all six language arts strands through many opportunities to view, listen, read, represent, speak, and write in meaningful contexts.

If students are to become lifelong learners, develop a sense of self and connection to others, and become engaged citizens and achieve the Cross-curricular Competencies and the outcomes for English language arts, students require meaningful, authentic contexts for learning. Students need many opportunities to explore questions and concerns about themselves and the world.

The following contexts provide a focus for language learning and give students an opportunity to explore "big ideas" (i.e., overarching understandings) that have enduring values beyond the classroom:

- A **personal and philosophical** context gives students opportunities to explore their identity and their self-concept. Fostering the learning spirit inside each student comes from the heart and mind connection that is revealed through each student's reflection on personal feelings, self-image, influential life forces, ideas, belief systems, values, and ways of knowing. Who am I, what is my place, and where am I going? What does the future hold for me?

- A **social, cultural, and historical** context gives students opportunities to explore relationships with others, community, culture, customs, multiple ways of knowing, national and international events and issues, and the history of humanity. What are my rights and responsibilities in communities, cultures, and economies? How and who am I in relation to communities, cultures, and economies? How am I defined by these relationships?

- An **imaginative and literary** context gives students opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres including fantasy, science fiction, and humour; and particular authors. How do I use my imagination and intuition and that of others to understand and relate to people, the community, the world, and society in a positive way? How do I foster imaginative ideas of self and others? How do I use intuitive hunches to support creative problem solving or inquiry?

- A **communicative** context gives students opportunities to explore different methods, forms, and issues related to language, communication, and the mass media. How do I make sense of and communicate with the world? How do I support communication with differing audiences? How do I know if communication is effective?

- An **environmental and technological** context gives students opportunities to explore the natural and constructed worlds including the land, the sky, animals, the sea, space, technologies, and environmental and technological issues. How do I describe, analyze, and shape the world around me? How does that natural and technological world affect and shape me?

Each English language arts unit of study can be related to and developed under one or more of these broader contexts. Each context is to be explored at each grade. Each context provides opportunities for integration with topics of study in other subject areas.

Teachers in Grade 3 should plan a minimum of five units for the year, basing at least one unit on each of the five contexts. Table 4 gives an overview of possible unit themes and topics, and questions for deeper understanding for each context.

In addition to considering the five contexts, Elementary Level English language arts teachers need to think about the types of units to plan. Language arts units, designed around the themes and topics within each context, can ensure that the outcomes for the language strands are achieved in meaningful ways. Minimal guidelines are provided for each type of unit.

*How we envision literacy makes a difference. If we see it as meaning making and not meaning making plus inquiry, we fail to envision all that literacy might be. If we see literacy as language and not language plus other sign systems, we also fail to envision all that literacy might be.*

(Harste, 2000, p.1)

Table 2. Types of Units

| Type of Unit | Number of Units per Year |
|---|---|
| Multi-genre Thematic | 3 (minimum) |
| Multi-genre Inquiry and/or Interdisciplinary | 1 (minimum) |
| Author or Genre Study | 1 (maximum) |

A **multi-genre thematic** unit is built around a theme or topic from one of the contexts and includes a range of prose fiction and non-fiction, poetry, plays, and other texts. This is the most common type of English language arts unit because it allows teachers to vary activities within a broad theme or topic to suit the differing ability levels of students while supporting their achievement of outcomes for their respective grade. A **minimum of three** multi-genre thematic units is recommended.

A **multi-genre inquiry and/or interdisciplinary** unit is usually built around a theme or topic that is related to an important question(s) for inquiry and research. The emphasis in an inquiry unit is on "finding out" the answers to a question or questions that the students have about the theme or topic and then using the inquiry process to guide their activities in the unit. When the unit is interdisciplinary, it considers and addresses outcomes from English language arts and other area(s) of study. A **minimum of one** inquiry/interdisciplinary unit per year is recommended. Any multi-genre thematic or author/genre study unit can become an inquiry unit.

An **author or genre study** unit focuses on the works of a specific author or illustrator or on a specific genre (e.g., poetry). Because of the limited texts used in an author or genre study, a **maximum of one** per year is recommended.

## Planning Units of Study in an Effective English Language Arts Program

Table 3. Essential Aspects of Units

| Units of Study | Essential Aspects |
|---|---|
| Units provide meaningful contexts and foci for students to explore the topics and texts that are important to young people everywhere. Units in English language arts allow students not only to learn how language works in meaningful situations but also to develop the disposition for learning for life, a sense of self and connection to others, and, as engaged citizens, a capacity to make a difference in the community. | • Questions for deeper understanding that address the ideas and issues students need to think about throughout the unit.<br><br>• Strategies to explore and express students' thoughts, ideas, feelings, and experiences as well as to inquire and to learn to use the English language and its conventions. Oral, written, and other texts explore the issues and provide opportunities to apply viewing, listening, reading, representing, speaking, and writing knowledge and skills.<br><br>• Individual as well as co-operative projects invite inquiry and bring closure and personal agency to student explorations. |

*Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning.*

(Western Canadian Protocol for Collaboration in Basic Education, 1998, p. 33)

An effective English language arts program also provides opportunities to explore "big ideas" (e.g., extinction versus the topic of dinosaurs) and to consider **questions for deeper understanding**.

Questions for deeper understanding are used to initiate and guide a unit and give students direction for developing deep understandings about a topic or issue under study. It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. The process of constructing questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions for deeper understanding in English language arts are the key to initiating and guiding students' investigations and critical thinking, problem solving, and reflection on students' own learning. Questions such as the following are examples of questions that will move grade 3 students toward deeper understanding:

- What lesson do tales teach? Why do characters in stories act the way they do?

- How have we faced problems similar to those in stories? Do we ever get personally involved with or feel strongly about a character?

- What is a stereotype? Where do we see stereotypes? What can be done to change them?

- How can stories sometimes stereotype people?

- How are our lives like a story? How would we write our future stories?

Effective questioning is essential for teaching and student learning and should be an integral part of planning in English language arts. Questioning should also be used to encourage students to reflect on their own learning. The following chart identifies the five contexts for English language arts and suggests some possible questions for deeper understanding and some possible unit topics or themes for each context.

*Effective Questions for Deeper Understanding:*

- *Cause genuine and relevant inquiry into the key ideas and core content*
- *Provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions*
- *Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers*
- *Stimulate vital, ongoing rethinking of ideas, assumptions, or prior lessons*
- *Spark meaningful connections with prior learning, personal experiences, and ways of knowing*
- *Naturally recur, creating opportunities for transfer to other situations and subjects.*

(Adapted from Wiggins & McTighe, 2005, p. 110)

Table 4. Questions for Deeper Understanding and Some Supporting Resources: Grade Three

| English Language Arts Contexts | Sample Questions for Deeper Understanding | Possible Unit Topics and Themes |
|---|---|---|
| **Personal and Philosophical**<br><br>Children need to believe in their own self-worth and to feel that they have control over the things that happen to them. Children need to look inward and focus on self-image and self-esteem. They need to reflect on self and life, and on their beliefs and values and those of their society. | What are we really like? What are we like when nobody is watching? How do we define our "inner self"?<br><br>"The only way to have a friend is to be one." What does this mean? How do we figure out what is important to us and to others? What causes us to feel proud of ourselves? How do we learn from experience? When we are feeling really confident, what things do we imagine ourselves doing?<br><br>What does "family" mean? How is "home" different from "house"? How can we support others including our family members?<br><br>How do children across the country play, work, travel, explore, and celebrate their cultures? Why do people celebrate? How do festivals and celebrations bring people together? How do we support and celebrate each other?<br><br>What are some challenges we and others may face? How can we address these challenges? | All About Me (Personal Focus) *(Cornerstones 3,* a-i*)*<br>All Together (Personal Focus) *(Cornerstones 3,* b-i*)*<br>Keepsakes and Treasures (Remembering Special People) *(Nelson Language Arts 3,* i*)*<br>Spreading My Wings *(Collections 3,* i*)*<br>My Story *(Nelson Literary 3)*<br><br>Other:<br>Making Choices<br>My Responsibilities |
| **Social, Cultural, and Historical**<br><br>Children need to look outward and examine their relationships with others, their community, and the world. Children also need to consider the social and historical context. They need to explore their connections in families, schools, groups, and communities and to understand the diverse needs and wants of others. Children need to show concern for other people in their relationships, groups, and communities. | How do we create community? Who lives there and why? How and why is our community unique? What is the same/different in city or town living and country living? What makes our community interesting to visit? How does our community contribute to Saskatchewan and our country? What makes other communities in other areas of Canada and the world interesting to visit?<br><br>How might people (children) have lived in our community in the past?<br><br>How can we positively interact with others? How do we effectively communicate, negotiate, and respect different points of view? | Kids Canada (Social Studies Focus) *(Cornerstones 3,* a-iii*)*<br>Beginnings (Social Studies Focus) *(Cornerstones 3,* b-iii*)*<br>Hand in Hand (Helping Others) *(Nelson Language Arts 3,* iv*)*<br>Carving New Frontiers *(Collections 3,* v*)*<br>Early Settlers *(Nelson Literacy 3)*<br>Urban and Rural Communities *(Nelson Literacy 3)*<br><br>Other:<br>Communities Around the World<br>Helping Others<br>My Responsibilities<br>Beginnings<br>Special People |

Table 4. (Continued) Questions for Deeper Understanding and Some Supporting Resources: Grade Three

| English Language Arts Contexts | Sample Questions for Deeper Understanding | Possible Unit Topics and Themes |
|---|---|---|
| **Imaginative and Literary**<br><br>Children need to consider imaginary worlds and possibilities as well as a range of literary genres and authors. | What lessons do tales teach? Why do characters in stories act the way they do?<br><br>How have we faced problems similar to those in stories? Do we ever get personally involved with or feel strongly about a character?<br><br>What is a stereotype? Where do we see stereotypes? What can be done to change them?<br><br>How can stories sometimes stereotype people?<br><br>How are our lives like a story? How would we write our future stories? | Just Stories (Genre Study) (*Cornerstones 3*, a-iv)<br>Tales – Princesses, Peas, and Enchanted Trees (*Collections 3*, ii)<br>Just the Facts (Genre Study) (*Cornerstones 3*, b-iv)<br>Good Books, Good Times! (*Nelson Language Arts 3*, vi)<br>Silly Stories (*Nelson Literacy 3*)<br><br>Other:<br>Tales from Other Times and Places<br>Stories from Around the World |
| **Communicative**<br><br>Children need to consider the role of communication in their lives and the technologies and strategies that help people become effective communicators. Children need the skills to interact effectively with others. | What form of communication – visual oral, writing, or multimedia – works best to get our ideas across? How do people use words to describe what they see, hear, smell, taste, and feel?<br><br>Where do common expressions and idioms come from? Why do we use them?<br><br>What forms of communication were used in the past? How can a word be used positively or negatively (e.g., tone, emphasis, placement in sentence)? How do people "use" the mass media? How do the mass media "use" people? What do food advertisements sell, and how honest are they about their product?<br><br>What communication strategies can we use to improve relationships in the classroom? What do agreements/ disagreements look like, sound like, feel like? | Keepsakes and Treasures (Using Language to Explore, Express, and Reflect) (*Nelson Language Arts 3*, i)<br>Media Mix (Examining Various Media) (*Nelson Language Arts 3*, iii)<br>Good Books, Good Times! (Analyzing Poems, Stories, and Folktales) (*Nelson Language Arts 3*, vi)<br><br>Other:<br>Magazines for Children |

Table 4. (Continued) Questions for Deeper Understanding and Some Supporting Resources: Grade Three

| English Language Arts Contexts | Sample Questions for Deeper Understanding | Possible Unit Topics and Themes |
|---|---|---|
| **Environmental and Technological**<br><br>Children need to explore the elements of the natural and constructed worlds and the role of technology and related developments in their society. Children need to explore the needs and characteristics of living things; properties of objects and materials; the five senses; and daily seasonal changes. | Are plants necessary to our world? What are the characteristics of life cycles of living things? How does the life cycle affect us and other animals and plants? How and why are some plants considered sacred?<br><br>How are structures and materials/objects (e.g., buildings, bicycles) made? How do their parts work together? How does their design help us use them and protect them from the forces of nature? How does geography and geology affect the design of structures and materials/objects? What can we learn about the past?<br><br>Why is it important to respect our natural resources and environment?<br><br>Why and how do things move? What do muscles do? What can magnets do? How does wind work?<br><br>What is soil? Of what is soil made? Is soil living? How do soils differ? How do plants, animals, and humans use soil? Why is it so important to plants, animals, and humans? | It's Alive (Science Focus) *(Cornerstones 3,* a-ii*)*<br>Energy (Science Focus) *(Cornerstones 3,* b-ii*)*<br>Look and Discover (Learning about Plants) *(Nelson Language Arts 3,* ii*)*<br>Engineer It! (Building and Testing a Model) *(Nelson Language Arts 3,* v*)*<br>Beneath the Surface *(Collections 3,* iii*)*<br>Super Senses! *(Collections 3,* iv*)*<br>Plants *(Nelson Literacy 3)*<br>Forces Causing Movement *(Nelson Literacy 3)*<br><br>Other:<br>Plant Growth and Changes<br>Exploring Soils<br>Materials and Structures |

## Focuses on Grade-specific Outcomes

An effective English language arts program focuses on grade-specific curriculum outcomes. Student learning outcomes describe what students will learn in a particular discipline over a specific time frame (e.g., Grade 3). Outcomes specify the skills, knowledge, and attitudes that students are expected to know, understand, and be able to demonstrate.

## Critical Characteristics of Outcomes and Indicators

**Outcomes:**

- focus on what students will learn rather than what teachers will teach
- specify the skills, strategies, abilities, understandings, and knowledge students are expected to be able to demonstrate
- are observable, assessable, and attainable
- are grade and subject specific
- are supported by indicators which provide the breadth and depth of expectations
- are written using action-based verbs
- identify the most important understandings and abilities to be developed in the specific grade level
- guide course, unit, and lesson planning.

**Indicators:**

- are a representative list of what students need to know and/or be able to do in order to achieve an outcome
- represent the breadth and depth of the outcomes.

Note: Additional and/or alternative indicators may be developed, but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

## English Language Arts Goals and Outcomes Overview

Each of the three goals for English language arts has a set of outcomes for the specific grade level. The following are the outcomes for Grade 3 ELA.

> **Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.**

**CR3.1** Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
- identity (e.g., Spreading My Wings)
- community (e.g., Hand in Hand)
- social responsibility (e.g., All Together) and make comparison with personal experiences.

**CR3.2** View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.

**CR3.3** Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

**CR3.4** Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.

> **Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.**

**CC3.1** Compose and create a range of visual, multimedia, oral, and written texts that explore:
- identity (e.g., Spreading My Wings)
- community (e.g., Helping Others)
- social responsibility (e.g., Communities Around the World) and make connections across areas of study.

**CC3.2** Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.

**CC3.3** Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations; delivering short, simple reports; demonstrating and describing basic procedures) for different audiences and purposes.

**CC3.4** Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.

**Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.**

**AR3.1** Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).

**AR3.2** Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them.

## Focuses on Language

Language and language study are at the centre of the Elementary Level English language arts program. The study of the English language arts (viewing, listening, reading, representing, speaking, and writing) and of the elements and conventions associated with each language cueing system (i.e., pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other) enables students to understand and appreciate language and to use it in a variety of situations for communication, for learning, and for personal satisfaction.

An effective English language arts program that develops students' facility with language provides students with opportunities to:

- **learn to use language** in a variety of meaningful ways, considering and determining their audience, purpose, and situation

- **learn about language** as a necessary tool for thinking and communicating effectively, considering the cues and conventions of language

- **learn through language** by applying their knowledge of language in their viewing, listening, reading, representing, speaking, and writing experiences.

**Language study** is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students view, listen, read, represent, speak, and write, they are expected to apply the concepts as students construct and communicate meaning in their English language arts program and in their daily communication.

Table 5. Key Language Cues and Conventions for Grade 3

| Language Cue or Convention | Comprehend and Respond | Compose and Create |
| --- | --- | --- |
| | When viewing, listening, or reading, grade 3 students: | When speaking, writing, or using other forms of representing, grade 3 students: |
| **Pragmatic**<br><br>Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices. | Recognize that a text was created for an intended purpose. | Identify and think about purpose and audience. |
| **Textual**<br><br>Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text. | Identify and explain different forms of texts (e.g., story, play, poem, video, legends, fables, informational texts); use knowledge of the elements and organization of different texts (e.g., goal/problem/solution, description, sequence, comparison, cause and effect); identify conventions of texts (e.g., chapter titles, table of contents, glossary). | Identify, with guidance, text form (e.g., poem in stanzas), basic elements of text (e.g., size of font), and basic techniques (e.g., close-up) that will help convey the message; organize ideas before speaking, writing, or using other forms of representing; use familiar patterns to present ideas (e.g., description, sequence, comparison, cause and effect, problem-solution). |
| **Syntactic**<br><br>Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects). | Use knowledge of word order to determine meaning of sentences; use the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning; use punctuation to help understand meaning (including question mark, exclamation mark, comma). | Use, write, and punctuate (including using the comma) complete sentences (7.6 words in speech; 7.5 words in writing); use correct subject-verb agreement; use verbs, adjectives, and adverbs correctly; use connecting words and phrases (e.g., in the morning, so, but, finally); capitalize names, books, and places; use commas in dates, locations, addresses, and series. |
| **Semantic/Lexical/Morphological**<br><br>The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes. | Use a variety of strategies to determine the meaning of unfamiliar words (e.g., use context, break into syllables, recognize common word families, use the sound of the word, use a dictionary); use common prefixes (e.g., -un, -re), suffixes (e.g., -ed, -ing, -er, -est, -ful), understand frequently used specialized terms in subject areas; recognize word play. | Choose and use descriptive words; use compound words and contractions correctly; use irregular plurals correctly (e.g., children); use the apostrophe in common contractions; spell correctly easy multi-syllable words and common high-frequency words; use Canadian spelling of words; use a variety of sources (e.g., word lists, computer, dictionary) to check the spelling of unfamiliar words; spell correctly Saskatchewan, months of the year, and words such as anywhere, always, already, any, anything, …. |

Table 5. (Continued) Key Language Cues and Conventions for Grade 3

| Language Cue or Convention | Comprehend and Respond<br><br>When viewing, listening, or reading, grade 3 students: | Compose and Create<br><br>When speaking, writing, or using other forms of representing, grade 3 students: |
|---|---|---|
| **Phonological/Graphophonic**<br><br>Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. | Recognize features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (e.g., f to v and y to i); easy multi-syllablic words. | Divide words into syllables; use long and short vowel patterns; use phonics and memorized spelling rules (e.g., stop/stopped) to increase accuracy in spelling; use abbreviations to spell frequently used words (e.g., Mr.). |
| **Other Cues and Conventions**<br><br>Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. | Recognize and use key features in text including colour, bold typeface, music, and sound effects. | Use appropriate tone of voice, volume, gestures, and stance when speaking or reading aloud; use pauses effectively for emphasis; form letters and numbers correctly and with ease in cursive writing. |

## Uses Critical and Powerful Learning Strategies

An effective ELA program teaches students how to use critical and powerful learning strategies. In order to achieve the English language arts outcomes, students need to learn and use a range of language skills and strategies. Effective language arts teachers employ a range of instructional approaches to help students move from teacher-supported and guided lessons to independent learning that requires varied instructional methods and strategies to help students learn these language skills and strategies. Teachers model and discuss key procedural and metacognitive strategies for language learning and thinking. Students need to learn how to select and to use strategies before, during, and after viewing, listening, reading, representing, speaking, and writing.

If students are to be successful in English language arts, they need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practised using a model such as the following:

- Introduce and explain the purpose of the skill or strategy.
- Demonstrate and model its use.
- Provide guided practice for students to apply the skill or strategy with feedback.
- Allow students to apply the skill or strategy independently and in teams.
- Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.
- Assess the students' ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time.

(Wiggins & McTighe, 2007, pp. 97-98)

Table 6. Important Cognitive Strategies for Comprehending and Responding (CR) Goal

| Phase | Strategy |
|---|---|
| **Before** | Activating and building upon prior knowledge and experience |
| | Previewing text |
| | Setting a purpose |
| | Anticipating the author's or creator's intention |
| **During** | Making connections to personal knowledge and experience |
| | Using the cueing systems to construct meaning from the text |
| | Making, confirming, and adjusting predictions and inferences |
| | Constructing mental images |
| | Interpreting visuals (e.g., illustrations, graphics, tables) |
| | Identifying key ideas and supporting ideas |
| | Self-questioning, self-monitoring, and self-correcting |
| | Drawing conclusions |
| | Adjusting rate or strategy to purpose or difficulty of text |
| **After** | Recalling, paraphrasing, summarizing, and synthesizing |
| | Interpreting (identifying new knowledge and insights) |
| | Evaluating author's/creator's message(s) |
| | Evaluating author's/creator's craft and technique |
| | Responding personally, giving support from text |
| | View, listen, read again, and speak, write, and use other forms of representing to deepen understanding and pleasure |

Table 6. (Continued) Important Cognitive Strategies for Comprehending and Responding (CR) Goal

| **Additional Strategies for Comprehending and Responding** | **Viewing:** |
|---|---|
| | • Think Aloud (Davey, 1983) |
| | • View, Pause, Predict, and Think Aloud |
| | • Collaborative Viewing Guide (Wood, 1994) |
| | • Directed Viewing-Thinking Activity (DVTA) |
| | • Picture Walk (Richards & Anderson, 2003) |
| | • Viewing Guides |
| | **Listening:** |
| | • TQLR (Tune In, Questions, Listen, and Review) (SRA, 2000) |
| | • ACTION (Attention, Concentrate, Think, Interpret, Organize, and Note) (Sebranek & Kemper, 1995) |
| | • Listen-Think-Pair-Share (McTighe & Lyman, 1992) |
| | • Listen-Draw-Pair-Share (McConnell, 1992) |
| | • DLTA (Directed Listening-Thinking Activity) (Stauffer, 1975) |
| | • LAPS (Listen, Ask, Picture, and Summarize) Strategy (Matchullis & Mueller, 1996) |
| | • Listening Guides |
| | **Reading:** |
| | • Modelled Reading |
| | • Shared Reading |
| | • Guided Reading |
| | • Paired Reading |
| | • KWL, K-W-L Plus (Carr & Ogle, 1987) |
| | • Preview/Connect/Predict (Robb, 2006) |
| | • List/Group/Categorize (Robb, 2006) |
| | • B-D-A (Before, During, and After) Strategy (Laverick, 2002) |
| | • Directed Reading-Thinking Activity (DRTA) (Stauffer, 1975) |
| | • Reciprocal Reading (Palincsar & Brown, 1986) |
| | • ReQuest (Manzo, 1969; Vacca & Vacca, 1999) |
| | • QtA (Question the Author) (Beck, McKeown, Hamilton, & Kucan, 1997) |
| | • QARs (Question Answer Relationships) (Raphael, 1986) |
| | • Mapping It Out (Hoyt, 2000) |
| | • Justifying My Opinions (Hoyt, 2000) |
| | • Open-mind Portraits (Tompkins, 2004) |
| | • Coding the Text (Harvey & Goudvis, 2000) |
| | • Think Alouds (Davey, 1983) |
| | • Reading Guides |
| | • Discussion Circles |
| | • Grand Conversations (Eeds & Wells, 1989) |
| | • Literature Circles (Daniels, 1994) |
| | • Reader's Workshop |

Table 7. Important Cognitive Strategies for Composing and Creating (CC) Goal

| Phase | Strategy |
|---|---|
| **Before** | Considering the task or prompt or finding a topic |
| | Activating prior knowledge and considering experiences |
| | Considering purpose and audience |
| | Considering and generating specific ideas and information that might be included |
| | Collecting and focusing ideas and information |
| | Planning and organizing ideas for drafting |
| **During** | Creating draft(s) and experimenting with possible product(s) |
| | Using language and its conventions to construct message |
| | Experimenting with communication features and techniques |
| | Conferring with others |
| | Reflecting, clarifying, self-monitoring, self-correcting, and using "fix-up" strategies |
| **After** | Revising for content and meaning (adding, deleting, substituting, and rethinking) |
| | Revising for organization (reordering) |
| | Revising for sentence structure and flow |
| | Revising for word choice, spelling, and usage |
| | Proofreading for mechanics and appearance (including punctuation and capitalization) |
| | Conferring with peers, teacher, and others |
| | Polishing, practising, and deciding how work will be shared |
| | Sharing, reflecting, and considering feedback |
| **Additional Strategies for Composing and Creating** | **Speaking:**<br>• Talking Circles<br>• Think, Pair, Share/Square (McTighe & Lyman, 1992)<br>• Instructional Conversations (Goldenberg, 1993)<br>• TAPS (Total Group, Alone, Partner, and Small Group) (Gregory & Chapman, 2002)<br>• Grouptalk (Whipple, 1975; Moffett & Wagner, 1992)<br>**Writing:**<br>• Modelled Writing<br>• Shared Writing/Language Experience (Van Allen, 1976)<br>• Interactive Writing<br>• Guided Writing<br>• Pattern Writing<br>• Discuss/Brainstorm/Web<br>• KWL<br>• Think-Pair-Share-Write (Robb, 2006)<br>• Asking the 5Ws and H (who, what, where, when, why, and how)<br>• Writing Frames<br>**Other Forms of Representing:**<br>• Discuss/Brainstorm/Web<br>• Asking the 5Ws + H<br>• Representing Task Sheet<br>• Talking Drawings (Wood, 1994)<br>• Sketch to Stretch (Harste, Short, & Burke, 1988)<br>• Read/View/Listen, Talk, Act, Draw, Write (Cox, 1999) |

## Includes a Range of Texts

In order for students to achieve the outcomes stated in this curriculum, students need to have access to a wide range of high-quality learning resources in visual, oral, print, multimedia, and electronic formats. The lists of learning resources that support this curriculum identify core and additional learning resources to support the English language arts program and student achievement of the learning outcomes designated for this grade level. Resources that have been evaluated for curriculum fit are listed on the Ministry of Education website. An effective English language arts program:

- provides learning resources that help students achieve the curriculum outcomes
- balances a variety of texts including print, non-print, human, electronic, and virtual resources
- offers resources that are current, relevant, credible, and representative of many viewpoints that reflect the perspectives, cultures, and ways of knowing of First Nations, Métis, and other cultures
- presents the cultural, literary, and artistic heritages of societies, past and present
- responds to students' interests and supports independent reading and inquiry
- fosters opportunities for inquiry learning.

Grade 3 students should have access to picture books, pattern books, chapter books, non-fiction, children's classics, poetry, folk tales, and traditional narratives. Refer to the ministry website for a listing of various grade-appropriate texts that grade 3 students might explore.

## Encourages Inquiry, Social Responsibility, and Self-reflection

An effective English language arts program provides opportunities for student inquiry, encourages social responsibility, and invites self-reflection.

**Inquiry learning** provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist

*Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.*
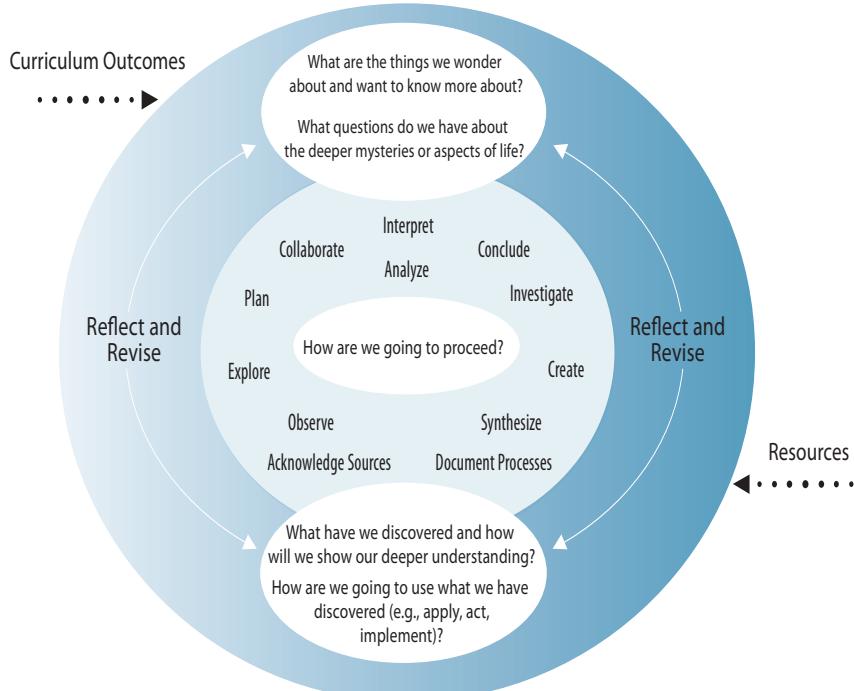
(Mills & Donnelly, 2001, p. xviii)

research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process but rather a cyclical process, with parts of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge. Figure 2 represents this cyclical inquiry process.

Figure 2. Constructing Understanding Through Inquiry



Curriculum Outcomes

What are the things we wonder about and want to know more about?

What questions do we have about the deeper mysteries or aspects of life?

Interpret
Collaborate
Analyze
Conclude
Plan
Investigate
Reflect and Revise
How are we going to proceed?
Reflect and Revise
Explore
Create
Observe
Synthesize
Acknowledge Sources
Document Processes

Resources

What have we discovered and how will we show our deeper understanding?

How are we going to use what we have discovered (e.g., apply, act, implement)?

Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step but is flexible and recursive. As they become more comfortable with the process, experienced inquirers will move back and forth among various phases as new questions arise.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

An important part of any inquiry process is students' reflection on their learning and the documentation needed to assess the learning and make it visible to students. Student documentation of the inquiry process in English language arts may take the form of reflective journals, notes, drafts, three-dimensional models, works of art, photographs, and video footage.

**Social responsibility** encourages students to extend their learning beyond the classroom into the local, national, and international community. It invites students to consider how individuals or groups can shape the future in a positive way or address an issue, question, challenge, or problem that is important. Each unit at each grade level in English language arts offers opportunities to challenge students to consider what particular local, national, or global issues, questions, challenges, or problems are important and to consider what students might do to make their community or the world a better place.

Social responsibility challenges students to address the important or compelling questions for deeper understanding posed in a unit. In any English language arts unit, teachers and students can plan and create a project to support efficacy.

Social responsibility can help students:

- Become complex thinkers by encouraging them to synthesize their learning and apply it to their community, country, and/or international world.

- Become more aware of the interconnectedness of all things and the reciprocal relationships between themselves and their local and international community.

- Become more independent by using the language skills and strategies that students are learning in ELA beyond the classroom.

- Become more motivated by choosing individual or group projects related to each unit.

- Become contributors to their community and the world beyond that community.

- Become more collaborative and respectful as they work with others to address the questions, issues, and problems considered in the unit.

- Become agents of change.

- Become socially responsible.

Student **self-reflection** helps students take ownership of their own learning and become more self-directed and self-confident. The Assess and Reflect K-12 goal in English language arts expects students to consider what they know and have learned, the progress and achievements made, and the goals they need to set to improve. Using tools such as learning logs and diaries, discussion, questionnaires, reflective writing, and portfolios, students can reflect on their learning both as a team and as individuals. Through self-reflection, students can determine their current and future learning needs and set goals for growth. Using Bloom's taxonomy of questioning, teachers can help students become self-reflective and self-directed:

- What did I do? (Remember/Knowledge)

- What knowledge, skills, and strategies did I use to complete the task? (Understand/Comprehension)

- What steps did I take to achieve this? (Application)

- What challenges or problems did I encounter, and how did I address these? (Analysis)

- What are my strengths, and what would I like to learn more about, or what skills and strategies do I want to develop? (Evaluation)

- How can I use this new knowledge and these new skills and strategies? (Create)

# Outcomes and Indicators

**Focus: Gaining Control Over Oral, Written, and Other Communication Forms**

> Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

**Outcomes**

**CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:**

- **identity (e.g., Spreading My Wings)**
- **community (e.g., Hand in Hand)**
- **social responsibility (e.g., All Together) and make comparison with personal experiences.**

**CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.**

**Indicators**

a. View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study.

b. Describe similarities between experiences and traditions encountered in daily life and those portrayed in various texts including First Nations and Métis texts.

c. Compare portrayals of individuals or situations in various texts to personal experiences.

d. Recognize the range of cultures, human behaviours, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.

a. Determine main ideas in visual and multimedia texts including safe websites designed for children (including First Nations and Métis resources).

b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when viewing.

c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when viewing.

d. Record facts and ideas from grade-appropriate visual and multimedia texts including DVD, television program, magazine, and reference resources.

e. Identify design, layout, and other features (e.g., colour, bold typeface, and sound effects) that help to understand grade-appropriate visual and multimedia texts (including First Nations and Métis resources).

f. Describe perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.

| Outcomes | Indicators |
|---|---|
| **CR3.2 continued** | g. View and identify purpose for visual features used. |
| | h. Compare a variety of visual representations of the same story or tale (including contemporary and traditional First Nations and Métis stories and art) and compare ideas and points of view expressed in various media. |
| | i. Identify and discuss the key visual features such as colour, line, and size of an illustrator's style and how they relate to print text and add to or supplement words. |
| | j. Express preferences for particular texts. |
| **CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.** | a. Listen to a short presentation and make some notes. |
| | b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when listening. |
| | c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when listening. |
| | d. Follow multi-step directions independently. |
| | e. Distinguish between speaker's opinions and verifiable fact. |
| | f. Identify and explain what peers said about a particular text or subject. |
| | g. Retell, paraphrase, and explain what a speaker said (including Elders, Knowledge Keepers, and community members). |
| | h. Identify simple poetic effects in oral language (e.g., rhymes, repeated sounds, instances of onomatopoeia and alliteration). |
| | i. Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses. |
| **CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.** | a. Read orally and silently (e.g., 10 to 15 minutes) for enjoyment and information and move comfortably from oral to silent reading. |
| | b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when reading. |
| | c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when reading. |

| Outcomes | Indicators |
|---|---|
| **CR3.4 continued** | d. Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts including First Nations and Métis resources. |
| | e. Identify the main idea and supporting details in informational text and extract appropriate and significant information. |
| | f. Follow simple written multi-step instructions (e.g., how to assemble a product or play a board game) and functional and instructional messages in the environment (e.g., instructions, menus, invitations, announcements). |
| | g. Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft. |
| | h. Interpret poetry and infer main ideas, lessons, or morals in a variety of prose selections including First Nations and Métis texts. |
| | i. Monitor for meaning and reread when meaning is not clear; read and reread just-right texts to increase fluency (80-110 wcpm orally; 120-170 silently) and comprehension. |

**Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.**

| Outcomes | Indicators |
|---|---|
| **CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:**<br><br>• **identity (e.g., Spreading My Wings)**<br>• **community (e.g., Helping Others)**<br>• **social responsibility (e.g., Communities Around the World) and make connections across areas of study.** | a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to learning in other areas of study. |
| | b. Communicate thoughts, feelings, and ideas clearly and, when appropriate, artistically. |
| | c. Create spoken, written, and other representations that include:<br><br>  • a main idea(s) with supporting details, explanations, and examples<br>  • a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending<br>  • appropriate use of language and conventions including conventional print. |
| | d. Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual, oral, and written formats with a clear purpose (e.g., short report, explanation of a procedure). |

| Outcomes | Indicators |
|---|---|
| **CC3.1 continued** | e. Create a variety of narratives and poems. |
| | f. Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about or want to resolve/solve: |
| |    • Record and share personal knowledge and understanding of a topic |
| |    • Answer inquiry questions using a variety of sources such as children's magazines, folktales, the environment, and online resources |
| |    • Review information and ideas to determine their usefulness to inquiry or research needs |
| |    • Determine main ideas that will inform inquiry questions |
| |    • Organize and explain understandings, ideas, and information using a variety of strategies such as clustering, categorizing, and sequencing |
| |    • Record understanding, ideas, and facts using a variety of strategies such as webbing and charting, and list the sources |
| |    • Determine whether ideas and information collected is sufficient or adequate for established purpose |
| |    • Share and report what was learned in an easy-to-follow visual, oral, and written format |
| |    • Assess inquiry or research experiences and skills |
| |    • Use the language of inquiry (e.g., "We learned …."). |
| **CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.** | a. Demonstrate understanding of the topic, problem, question, or issue in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart). |
| | b. Select and use appropriate strategies (before, during, and after) to communicate meaning when using other forms of representing. |
| | c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when using other forms of representing. |
| | d. Depict main ideas in a new form (e.g., designing a safety poster or three-dimensional safety object in response to a multimedia presentation or story). |
| | e. Use visual aids to enhance spoken and written products (e.g., props, charts, sound, illustrations, or movement to accompany a story) and to clarify and enhance oral presentations. |
| | f. Experiment with a variety of resources (e.g., human, print, multimedia) to communicate a clear and complete message appropriate to purpose. |

**Outcomes**

**CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.**

**Indicators**

a. Use oral language to clarify and extend personal understanding, interact courteously with others (e.g., share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others' contributions.

b. Select and use appropriate strategies (before, during, and after) to communicate meaning when speaking.

c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when speaking.

d. Organize and present ideas chronologically or around major points of information.

e. Provide a beginning, a middle, and an end and include concrete details that develop a central idea and link words to organize and present their ideas.

f. Deliver brief recitations and oral presentations (including reporting to class) about familiar experiences or interests, organized and focused on a central idea.

g. Make narrative presentations, providing a context for an incident and insight into why the selected incident is memorable, and include well-chosen details to develop character, setting, and plot.

h. Retell a narrative including an oral story from a First Nations and Métis perspective.

i. Read prose, scripts, and poetry including First Nations and Métis texts aloud with fluency, expression, and appropriate pace, using intonation and vocal patterns to emphasize important ideas and passages of the text being read.

j. Plan and present, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.

**CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.**

a. Work through the stages of a writing process (e.g., pre-writing, drafting, revising selected draft material, sharing) and begin to write for extended periods of time.

b. Select and use appropriate strategies (before, during, and after) to communicate meaning when writing.

c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing.

d. Write compositions (e.g., three-paragraph reports) that describe and explain familiar objects, events, and experiences.

## Outcomes

**CC3.4 continued**

## Indicators

e. Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories.

f. Create characters and events from outside students' personal environment.

g. Write descriptions that use concrete sensory details.

h. Begin to use excitement, humour, suspense, and other creative devices.

i. Write personal letters, thank-you notes, invitations, and logs.

j. Extend, rework, and polish pieces of writing for an audience in and beyond the classroom.

---

**Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.**

## Outcomes

**AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).**

**AR3.2 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them.**

## Indicators

a. Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what works in a text.

b. Reflect, with guidance, on own strategies ("What do I do well? How could I be better?") and consider how to improve ("What must I do to make this better?").

c. Consider "What is important to know?" and "How can I remember this?"

d. Ask self "Am I understanding?" and employ specific "fix-up" strategies (e.g., slow down; re-view, reread, listen again; get help) when something does not make sense.

e. Develop criteria, with teacher support, for creating and assessing viewing, listening, speaking, reading, writing, and other representing experiences.

f. Apply criteria to judge the quality of their viewing, listening, reading, representing, speaking, and writing.

# Assessment and Evaluation of Student Learning

*Assessment involves the systematic collection of information about student learning with respect to:*

- *achievement of provincial curricula outcomes*
- *effectiveness of teaching strategies employed*
- *student self-reflection on learning.*

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

**Assessment for learning** involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

**Assessment as learning** actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

**Assessment of learning** involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

The following pages show a sample holistic rubric for assessment and evaluation of the Comprehending and Responding and Composing and Creating Goals for English language arts with the Assessing and Reflecting Goal embedded.

Table 8. Grade Three Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 3 | | |
|---|---|---|
| **Exceeding Expectations** | | |
| (Overall, comprehension and responses are accurate, include details, often insightful, and supported. Student checks understanding and uses effective strategies.) | | |
| **Comprehension** | **Use of Strategies** | **Cues and Conventions** |
| **Demonstrates a thorough and accurate understanding of the text and offers insightful responses with evidence to support responses.** | **Employs, independently, task-relevant strategies before, during, and after viewing, listening, or reading.** | **Uses confidently and consistently the cues and conventions of communication and language to construct meaning.** |
| Identifies and summarizes, thoroughly and accurately, main ideas and supporting details; describes characters, events, setting; recounts events and ideas in correct sequence, and explains cause-effect relationships in texts viewed, listened to, and read.<br><br>Shows insight in responses.<br><br>Makes and explains personal connections that show insight; makes connections to other texts and to world; gives evidence to explain the connections.<br><br>Offers responses and opinions with logical supporting reasons or examples. | Uses prior knowledge and previews text features to make prediction; sets purpose; monitors comprehension and uses/adjusts strategies; draws, independently, on prior knowledge to make predictions and solve problems; makes inferences (often uses "between the lines" information); demonstrates a thorough understanding of text; reviews, recalls, paraphrases, summarizes, synthesizes, and offers insightful personal responses and critical judgements; re-views, re-listens, and rereads and skims to find information and ideas efficiently.<br><br>Demonstrates consistent attention to the speaker or task and ignores distractions when listening, viewing, or reading.<br><br>Follows, independently, instructions and multi-step oral directions.<br><br>Reads orally with appropriate fluency, accuracy, and expression.<br><br>Reflects and sets goals for viewing, listening, and reading. | Knows reasons for viewing, listening, and reading; identifies intended audience and purpose for a text.<br><br>Identifies and uses, readily, various text structures, their elements, and their organizational patterns to understand.<br><br>Uses knowledge of sentence structure, elements, and related punctuation to understand what is listened to or read.<br><br>Uses context and word structure (including roots, prefixes, and suffixes) to determine the meaning of words.<br><br>Uses phonics to say words correctly; recognizes features of words including sound patterns to decode multi-syllabic words.<br><br>Recognizes the characteristics of different media and the key features and elements in visual and multimedia texts. |

Table 8. (Continued) Grade Three Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 3 Meeting Expectations (Overall, comprehension and responses are generally accurate and logical and include details and reasoning to support responses. Student checks understanding and uses appropriate strategies.) | | |
|---|---|---|
| Comprehension | Use of Strategies | Cues and Conventions |
| **Demonstrates a good understanding of text and offers appropriate and thoughtful responses with reasonable evidence to support responses.** | **Uses, with practice and teacher support, the important before, during, and after strategies relevant to the task.** | **Uses the cues and conventions of communication and language to construct meaning.** |
| Describes accurately the main topics or ideas in texts viewed, listened to, and read (including prose fiction, non-fiction, script, and poetry). Identifies and describes specific details and feelings in texts. Retells and sequences ideas and events from texts viewed, listened to, and read. Offers responses to and opinions on viewing, listening, reading experiences supported by examples, details, and reasons. Responds to questions or tasks accurately, clearly, and completely. Makes direct and concrete connections to self, other texts, and world. | Uses an expanding range of familiar before, during, and after strategies to derive meaning from visual, multimedia, oral, and written texts including tapping prior knowledge and experience; predicting what text will be about; setting purpose; identifying main ideas; making connections and inferences; constructing mental images; asking questions to self-monitor; adjusting rate and strategy; noting key ideas and supports; recalling, paraphrasing, summarizing, and responding personally to text; offering and supporting an interpretation of text; evaluating author's craft and techniques; re-viewing, re-listening, and rereading. Demonstrates attention to the speaker or task and ignores most distractions. Follows instruction and multiple-step oral directions. Reads orally with appropriate fluency, accuracy, and expression. | Recognizes that a text was created for an intended purpose. Identifies and explains different forms of texts; uses knowledge of the elements and organization of different texts; identifies conventions of texts. Uses knowledge of word order to determine meaning of sentences; uses the relationships of words in sentences to help construct meaning; uses punctuation to help understand meaning. Uses a variety of strategies to determine the meaning of unfamiliar words including context and breaking into syllables; recognizes common word families, using sound, using common prefixes and suffixes, and using a dictionary; understands frequently used specialized terms in subject areas; recognizes word play. Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, and easy multi-syllablic words. Recognizes and uses key features in text including colour, bold typeface, music, and sound effects. |

Table 8. (Continued) Grade Three Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 3<br>Beginning to Meet Expectations<br>(Overall, comprehension and responses are generally accurate and logical but include little detail and may be confusing or incomplete. Student may need occasional help or prompting. Student checks understanding and uses some appropriate strategies.) | | |
| --- | --- | --- |
| Comprehension | Use of Strategies | Cues and Conventions |
| **Demonstrates some understanding of the text and offers generalized responses with some evidence to support responses.** | **Uses, with prompting and support, a few key before, during, and after viewing, listening, and reading strategies. Does not always know when to apply them to a new task.** | **Uses some of the cues and conventions of communication and language to construct meaning.** |
| Focuses on literal meaning; identifies accurately main ideas and characters and recalls most key events; has difficulty, often, sequencing events; may omit some events; may have difficulty making inferences; uses some relevant details to support responses; makes concrete connections to own experiences; offers simple opinions or judgements.<br><br>Responds somewhat accurately but does not provide complete or sufficient detail; experiences difficulty giving reasons or examples. | Uses before, during, and after strategies, with support and prompting, that have been explicitly taught including using prior knowledge to make predictions and support understanding; predicting what text might be about; setting or using a prompted purpose; noting key ideas and some supports; constructing mental images; making and trying to confirm predictions; making some basic inferences; recalling most ideas and events; demonstrating an adequate understanding of text; giving a simple personal response to text; noticing some elements of author's craft and technique; re-viewing, re-listening, and rereading to find specific information (but is often inefficient).<br><br>Demonstrates attention to the speaker or task usually but inconsistently ignores distractions.<br><br>Follows, with support and prompting, instructions and multiple-step oral directions.<br><br>Reads orally with some fluency, accuracy, and expression. | Uses, with support and prompting, basic cues and conventions of communication to help comprehend text including:<br><br>Identifies the purpose of familiar text forms and possible intended audiences.<br><br>Uses knowledge of text structure to make simple, obvious predictions.<br><br>Notices word order and how sentence punctuation clarifies meaning.<br><br>Recognizes accurately most high-frequency words and uses, with support, context clues.<br><br>Uses phonics and, if prompted, word structure to help figure out words.<br><br>Identifies some key elements and details and the medium used in visual and multimedia texts. |

Table 8. (Continued) Grade Three Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 3 Not Yet Meeting Expectations (Comprehension and responses are inaccurate or incomplete. Student needs one-to-one support and coaching. Student is unable to check understanding or use appropriate strategies.) | | |
|---|---|---|
| **Comprehension** | **Use of Strategies** | **Cues and Conventions** |
| **Demonstrates a limited or inadequate understanding of the text and offers simplistic or irrelevant responses with little or no evidence to support responses.** | **Requires repeated modelling of before, during, and after viewing, listening, and reading strategies and requires continuous coaching on when and how to use them.** | **Has an uncertain grasp of the basic cues and conventions of communication and language used to construct meaning.** |
| Unable to view, listen, or read short texts independently (requires one-to-one support); identifies single topic or idea, main characters, and some events; recalls a few details; responds to questions by guessing; may have difficulty with literal meaning; responds incompletely, vaguely, or inaccurately; unable to make connections, without direct support, to self, other texts, or world; offers responses and opinions that tend to be vague, inaccurate, or unsupported. | Attempts to use, with support and prompting, a limited number of before, during, and after strategies including setting a possible purpose; thinking about what is known about topic or event; predicting (but often just guesses); sequencing (but has difficulty sequencing events or explaining ideas and relationships such as cause-effect); basic inferring (but often unable to make inferences); recalling some ideas and events but demonstrating a limited or inadequate understanding of text; offering a simplistic or unrelated personal response to text; does not usually revisit a text.

Needs reminders to focus attention on the speaker or task; distracted frequently.

Follows, with reminders, some instructions and multiple-step oral directions but skips or ignores some part(s).

Does not read fluently. | Demonstrates limited or inadequate ability to recognize or use basic cues and conventions of communication to help comprehend text including:

Recognizes, with teacher guidance, a purpose for viewing, listening, and reading and a possible intended audience.

Recognizes, with teacher guidance, some basic features, structures, and elements of a text.

Recognizes, with teacher guidance, basic sentence structures, word order, and how punctuation clarifies meaning.

Uses, with teacher guidance, context clues and word structure (prefixes, roots, and suffixes) to determine word meanings.

Uses, consistently, accurate sounding-out to figure out words.

Recognizes, with teacher guidance, the medium and elements of visual and multimedia texts. |

Table 9. Grade Three Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 3 Exceeding Expectations (Overall, visual, multimedia, oral, and written compositions are original, thoughtful, and insightful. They are complete, well-planned, and well crafted for purpose and audience.) | | |
| --- | --- | --- |
| **Message** | **Use of Strategies** | **Cues and Conventions** |
| **Compositions and presentations are original and insightful.** | **Uses, confidently, task-relevant strategies before, during, and after a speaking, writing, or other form of representing task.** | **Demonstrates confident control of the elements of communication and language. Language is rich and varied.** |
| The visual, multimedia, oral, or written message is original and insightful. The message has a clear focus, shows awareness of audience, and demonstrates a logical understanding of subject matter (e.g., underlying theme or message from unit of study); supporting details are relevant and appropriate for the intended message. The text shows thoughtful and coherent organization and development.

Ideas are richly developed with details and examples.

The text is engaging, original, clear, and focused.

Organization and form enhance the main idea; ideas are presented coherently to move the viewer, listener, reader through the text.

Effective sentence structure and precise word choices (e.g., vivid verbs, descriptive words) are employed. | Demonstrates understanding of and effectively controls the appropriate before, during, and after strategies required to communicate meaning when creating visual, multimedia, oral, and print texts including exploring prior knowledge; identifying possible approaches with ease and interest; considering a number of ways to proceed and find ideas and information; creating well-crafted drafts and often experimenting with end product; revising and polishing thoughtfully; sharing, confidently and enthusiastically, final product with audience.

Revises and polishes compositions and presentations independently. | The language is consciously well chosen and well used. The language register is appropriate to audience and purpose. Tone and voice consistently maintain interest. A definite point of view is evident. Syntax is varied and polished. Word choices show style and efficiency. Exceptions to standard usage are used for stylistic effect. The text adheres to accepted standards of spelling, punctuation, and capitalization. Cursive writing is used confidently. Any errors are a result of risk taking. |

Table 9. (Continued) Grade Three Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 3 Meeting Expectations (Overall, visual, multimedia, oral, and written compositions are clear and straightforward. They are adequately developed and appropriate to audience and purpose. They clearly present the main ideas.) | | |
|---|---|---|
| **Message** | **Use of Strategies** | **Cues and Conventions** |
| **Compositions and presentations are clear and thoughtful.** | **Uses, with practice and teacher support, the important before, during, and after speaking, writing, and other forms of representing strategies.** | **Demonstrates control over the elements of communication and language. Few errors. Errors do not interfere with communication.** |
| The visual, multimedia, oral, or written message is clear and straightforward. It has a recognizable focus and an awareness of audience. It demonstrates a clear understanding of the subject matter. Most ideas are correct and supporting details are appropriate for the intended message. The text shows predictable and straightforward organization and development.<br><br>Ideas and content are adequately developed through details and examples.<br><br>The text is reasonably clear, focused, and well supported.<br><br>Organization and form are appropriate and ideas are generally presented coherently.<br><br>Appropriate and varied sentence structure and word choices are evident. | Demonstrates understanding of and uses, with relative ease, an expanding range of before, during, and after strategies to communicate meaning when creating visual, multimedia, oral, and print texts including considering purpose, role, audiences, forms, topic; generating and developing, with some direction, ideas; using a variety of strategies such as brainstorming, visuals, formulating questions, etc.; using organizers while planning; creating drafts and experimenting with end product, self-monitoring and conferring with others; practising and sharing final product with audience.<br><br>Revises and polishes compositions. | The language is straightforward, clear, and appropriate. Appropriate language register is used. Tone and voice are evident.<br><br>A purpose and a focus are established. The composition sticks to the topic and makes sense. Awareness of intended audience is revealed. Composition flows. Details are specific and make ideas clear.<br><br>Some variety in sentence structures and length is used. Common sentence constructions are correct. Most words and expressions fit the type of composition. Usage, spelling, punctuation, and capitalization are generally correct. Cursive writing is used with some support. Ideas are clear. |

Table 9. (Continued) Grade Three Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 3 Beginning to Meet Expectations (Overall, visual, multimedia, oral, and written compositions are straightforward/acceptable yet unrefined. They demonstrate limited awareness of purpose and audience and some control over language elements. Mechanical errors interfere occasionally with communication.) | | |
| --- | --- | --- |
| **Message** | **Use of Strategies** | **Cues and Conventions** |
| **Compositions and presentations are straightforward and unrefined.** | **Uses, with prompting and support, only a few before, during, and after speaking, writing, and other forms of representing strategies but does not always know when to employ them.** | **Demonstrates some control over the elements of communication and language and a basic use of the conventions. Errors interfere somewhat with communication.** |
| The visual, multimedia, oral, or written message is apparent but unrefined. It has a limited focus and some awareness of audience. It demonstrates a basic or uneven understanding of the subject matter. Some of the ideas are correct and supporting details are adequate for the intended message. The text shows acceptable but unrefined organization and development.

Ideas and content may be developed with limited details and examples.

Text has some focus and support.

The text may be somewhat disorganized or unclearly structured.

Basic sentence structure and limited vocabulary are used to convey a simple message. | Demonstrates some knowledge of and uses the basic strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts including considering purpose, role, audiences, forms, topic occasionally; making limited use of organizers while planning; creating simple drafts (may experiment with end product if encouraged); beginning to self-monitor; conferring with others sometimes; completing rudimentary revisions; practising, with guidance, and sharing, with prompting, the final product. | The language is acceptable but unsophisticated. Language register may not be appropriate for audience or purpose.

Purpose is established. Composition attempts to stick to the topic and makes sense but is not fully clear. Limited awareness of audience and/or task is demonstrated.

Parts that do not fit disrupt the flow. The composition lacks a smooth flow from beginning to middle to end. Details are not specific enough to add to the clarity of ideas. They may simply be listed or repeated.

Common and simple sentence constructions/patterns are used but vary little in length and structure.

Words and expressions sometimes do not fit or enhance the type of composition.

Words are sometimes vague. Errors are made in paragraphing, layout, usage, spelling, capitalization, and punctuation. Cursive writing is not always used and writer needs support and instruction. Errors interfere somewhat with communication. |

Table 9. (Continued) Grade Three Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 3 Not Yet Meeting Expectations (Overall, visual, multimedia, oral, and written compositions are limited, unfocused, and/or unclear. They demonstrate uneven/uncertain control over the language elements. Frequent mechanical errors often impede understanding.) | | |
| --- | --- | --- |
| **Message** | **Use of Strategies** | **Cues and Conventions** |
| **Compositions and presentations are basic. They are limited, unfocused, and/or unclear.** | **Requires repeated modelling of before, during, and after speaking, writing, and other forms of representing strategies and requires continuous coaching on when and how to use them.** | **Demonstrates an uncertain and simplistic grasp of the basic elements of communication and language. Errors interfere with communication.** |
| The message is limited, over-generalized, or unclear. It has an unclear focus and shows little or no awareness of audience. Ideas are poorly developed, elementary, or unclear. Few supporting details are included; some are vague or inappropriate to the intended message. The text shows limited, unclear, or unfocused organization and development.

Ideas and content are supported by few, if any, details and examples.

There is little discernible shape or direction.

Awkward sentence structure and inadequate vocabulary which interfere with understanding are used. | Demonstrates limited or inadequate knowledge of and uses only some of the before, during, and after strategies needed to communicate meaning when creating visual, multimedia, oral, and print texts including showing little awareness of purpose, role, audiences, forms, topic; using, with support, teacher-selected organizers while planning; creating drafts rarely; conferring, with prompting, with adults; revising, with direction, in a limited way; refusing or rarely sharing final product. | The language is unclear, inappropriate, or immature.

Language register may not be appropriate for audience or purpose. A minimal grasp of the conventions of language is demonstrated.

Purpose or focus is not clear. Composition does not stick to the topic or make sense. Little or no awareness of the audience and/or task is evident.

The parts of the composition do not fit together well. Details are lacking, inappropriate, or random.

Sentences are incomplete, run-on, or simple in structure.

Word choice is often immature, overused, or incorrect. Words and expressions may not fit the type of composition.

The profusion of structural and mechanical errors, including handwriting, makes the message difficult to understand. Errors seriously interfere with communication. |

## Progress Reporting

Effective language arts programs employ appropriate assessment, evaluation, and reporting processes. In English language arts, assessment and evaluation should:

- reflect the three K-12 goals of English language arts and the grade-level learning outcomes associated with each goal
- focus on what students have learned and can do
- be congruent with instruction and based on meaningful tasks
- be based on appropriate criteria that students know and understand
- inform students and parents in a clear, accurate, and practical way.

In addition to newsletters, folders, and portfolios, report cards and parent-student-teacher interviews are part of school communication with parents. Although report card formats vary, there should be space for feedback on the language arts K-12 goals and strands (see sample form below).

Table 10. Sample Feedback Form

| English Language Arts K-12 Goals | Outcomes | Achievement Level | Comments (Strengths, Needs, Next Steps) |
|---|---|---|---|
| Comprehends and responds competently and confidently to a range of texts. | Views. | | |
| | Listens. | | |
| | Reads. | | |
| Composes and creates competently and confidently in a variety of forms. | Speaks. | | |
| | Writes. | | |
| | Uses other forms of representing. | | |
| Assesses and reflects on learning. | Assesses strengths and needs. | | |
| | Sets goals. | | |

How teachers determine grades, marks, or comments should be based on the grade-level outcomes and reflect the knowledge, process, and product evaluations used throughout the reporting period.

# Connections with Other Areas of Study

There are many possibilities for connecting Grade 3 English Language Arts learning with the learning occurring in other subject areas. When making such connections, however, teachers must be cautious not to lose the integrity of the learning in any of the subjects. Making connections between subject areas gives students experience with transferring knowledge, skills, and strategies and provides rich contexts in which students are able to initiate, make sense of, and extend their learnings. When students and teachers make connections between subject areas, the possibilities for transdisciplinary inquiries and deeper understanding arise.

All areas of study share a common interest in students developing their abilities to communicate their learning through speaking, writing, and other forms of representing (Compose and Create Goal). All areas of study require students to apply their skills and strategies for viewing, listening, and reading (Comprehend and Respond Goal). All areas of study require students to develop their abilities to reflect upon their knowledge, skills, and strategies (Assess and Reflect Goal). Students should have many opportunities in each area of study to apply authentically what they are learning in English language arts.

English language arts also provides many opportunities for students to apply learning from other subject areas. The contexts, units, questions for deeper understanding, and oral, print, and other texts in the English language arts program provide many opportunities for meaningful connections and possible integration with other areas of study. Some examples are shown in Table 11.

Table 11. Connections to Other Areas of Study

| Context | Opportunities to Make Connections With … |
| --- | --- |
| **Personal and Philosophical** | Health Education, Physical Education, Arts Education |
| **Social, Cultural, and Historical** | Social Studies, Arts Education, Physical Education, Health Education |
| **Imaginative and Literary** | Arts Education |
| **Communicative** | Arts Education, Social Studies, Science, Health Education, Physical Education, Mathematics |
| **Environmental and Technological** | Science, Health Education, Physical Education |

By using a particular context and identifying a common theme to use as an organizer, teachers can ensure that the outcomes from more than one subject area can be achieved and students can make connections. Integrated, interdisciplinary instruction in a thematic, inquiry, author/ genre, or interdisciplinary unit, however, must be more than just a series of activities. An integrated unit must facilitate students' learning of the related disciplines and students' understanding of the conceptual connections. The unit must support understanding of ways of knowing the world. In addition, it is necessary to address each subject area's outcomes. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). The outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).

# Glossary

**Contexts** are broad organizers for balancing an English language arts program by ensuring different perspectives and ways of knowing are included at each grade level. All instructional units should be related to one or more of the five contexts identified in the English language arts curriculum. The five contexts are (i) personal and philosophical, (ii) social, cultural, and historical, (iii) imaginative and literary, (iv) communicative, and (v) environmental and technological. These contexts also allow for interdisciplinary integration.

**Convention** is an accepted practice or agreed-upon rule in representational, spoken, or written language.

**Cueing Systems** are sets of cues or clues built into the structure or patterns of communication texts.

**Discourse** is a continuous stretch of communication longer than a sentence.

**Efficacy** is producing or ensuring the desired effect; power or capacity to produce desired effect; effectiveness in operation; effective as a means of addressing an issue, question, challenge, or problem.

**Genre** is an identifiable category used to classify texts, usually by form, technique, or content (e.g., novel).

**Grade-appropriate Texts** are oral, visual, multimedia (including electronic), and print texts designated as being appropriate for shared, guided, and independent viewing, listening, and reading at a specific grade level. These texts are intended to reflect curriculum outcomes at different levels of difficulty, in different genres, and from different cultural and social perspectives.

**Gradual Release of Responsibility (Scaffolding)** is instructional support that moves students in stages from a high level of teacher support to independent practice.

**Graphic Organizer** is a visual means by which the relationships between and among ideas are portrayed (e.g., a Venn diagram).

**Graphophonic Cues and Conventions** refer to the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

**Guided Reading** is when the teacher uses a before, during, and after structure to guide students as they read a selected text and the teacher models key reading strategies.

**Guided Writing** is writing in which the teacher teaches a procedure, strategy, or skill and the students then use what they have learned to do their own writing.

**Indicators** are representative of what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

**Inquiry** involves students in some type of "research" on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students' interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

**Interactive Writing** is when the teacher and students create the text and share the pen to do the writing and talk about the conventions.

**Language Literacy**, in a contemporary view, is broader and more demanding than the traditional definitions that were limited to the ability to read and write. Literacy now includes the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing, and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels – linguistic (including print), visual, audio, and multimedia (including digital media).

**Listening** is attending to and getting meaning from what is heard using cognitive processing including associating ideas, organizing, imagining, and appreciating what is heard – the receptive form of oral language.

**Metacognition** is the ability to think about and reflect on one's own thinking and learning processes.

**Modelled Reading** is when the teacher or other fluent reader reads aloud to the students.

**Modelled Writing** is when the teacher demonstrates in front of students, creating the text and thinking aloud about the writing strategies and skills being used.

**Multimedia Texts** are texts that use a combination of two or more media (i.e., audio, images, video, animation, graphics, print text, digital applications). Multimedia texts can encompass interactive texts and complex interactive simulations.

**Onsets** are part of the single-syllable word that precedes the vowel.

**Other Cues and Conventions** associated with effective communication include handwriting, font choices, graphics, illustrations, layout, and additional enhancements such as colour, sound, and movement.

**Outcome** is a statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

**Phoneme** is the smallest unit of sound in the language.

**Phonemic awareness** is to consciously attend to the sounds in the language.

**Portfolio Assessment** is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/developmental, or showcase in nature.

**Pragmatic Cues and Conventions** refer to the style of language that is used in a given context and take into consideration the communication purpose, situation, and audience. The pragmatic cueing system is often considered to be the social aspect of language.

**Questions for Deeper Understanding** are questions that are thought provoking, probe a matter of considerable importance, and require movement beyond present understanding and studying. They often lead to other questions posed by students.

**Reading** is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text.

**Register** (language) is a socially defined variety of language such as conversational, informal, formal, frozen, or slang.

**Representing** is conveying information or expressing oneself using verbal or written means as well as non-verbal means such as drawings, models, graphics, photography, dramatization, video, or physical performance.

**Rimes** are part of the single syllable word that includes the vowel and all succeeding consonants.

**Rubrics** offer criteria that describe student performance at various levels of proficiency. They provide guidelines for judging quality and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree, understanding, or proficiency revealed through students' products or presentations.

**Semantic, Lexical, and Morphological Cues and Conventions** refer to the meaning and structure of words.

**Shared Reading** is reading aloud by the teacher while the students follow along using individual copies, a class chart, or a big book.

**Shared Writing/Language Experience** is when the teacher and students create the text together; the teacher does the actual writing, and the students assist with spelling.

**Skill** is an acquired ability to perform well and proficiently.

**Speaking** is the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas, and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

**Strand** is one of the core elements of an integrated English language arts program. The six language strands identified in this curriculum are viewing, listening, reading, representing, speaking, and writing.

**Strategy** is a systematic plan for solving a problem or executing a task.

**Syntactical Cues and Conventions** refer to the structure (word order) and parts of sentences, and the rules that govern the sentences (e.g., subject-verb agreement).

**Text** is any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function. It refers to visual communications such as illustrations, video, and computer displays; oral communications, including conversations, speeches, dramatizations; and printed communications in their varied forms.

**Textual Cues and Conventions** refer to the type or kind of text and the features that are associated with its organization.

**Theme** is an overarching idea, question, or topic that is developed in a unit and provides a focus and frame for the unit. The theme acts as a unifying concept through which all the content, skills, strategies, materials, and actions for both teachers and students can be organized.

**Unit (an instructional unit)** is a focused and organized block of time that helps students through a variety of experiences, lessons, and texts. It is planned to help students achieve a set of curriculum outcomes. A multi-genre thematic or topical unit is built around a theme or topic and includes a range of visual, oral, print, and multimedia (including electronic) texts. A multi-genre inquiry unit is built around important questions or issues that students want to learn more about through research. A genre unit is focused on a specific genre of text (e.g., narrative) and an author unit is focused on the work of a particular author or illustrator.

**Viewing** is attending to and getting meaning from visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dance, and other performances.

**WCPM** stands for Words Correct per Minute.

**Writing** is a recursive process of recording language graphically by hand or other means to explore and communicate ideas, information, and experiences; the writing process consists of many aspects including planning, drafting, revising, and publishing.

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# Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

Grade 3 English Language Arts Curriculum

1. Please indicate your role in the learning community:

   ☐ parent                        ☐ teacher                        ☐ resource teacher

   ☐ guidance counsellor      ☐ school administrator      ☐ school board trustee

   ☐ teacher librarian           ☐ school community council member

   ☐ other _____

   What was your purpose for looking at or using this curriculum?



2. a) Please indicate which format(s) of the curriculum you used:

   ☐ print

   ☐ online

   b) Please indicate which format(s) of the curriculum you prefer:

   ☐ print

   ☐ online

4. Please respond to each of the following statements by circling the applicable number.

| The curriculum content is: | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| appropriate for its intended purpose | 1 | 2 | 3 | 4 |
| suitable for your use | 1 | 2 | 3 | 4 |
| clear and well organized | 1 | 2 | 3 | 4 |
| visually appealing | 1 | 2 | 3 | 4 |
| informative | 1 | 2 | 3 | 4 |

5. Explain which aspects you found to be:

   Most useful:




   Least useful:

6.  Additional comments:

7.  Optional:

    Name: _____

    School: _____

    Phone: _____ Fax: _____

Thank you for taking the time to provide this valuable feedback.

Please return the completed feedback form to:

> Executive Director
> Curriculum and E-Learning Branch
> Ministry of Education
> 2220 College Avenue
> Regina SK S4P 4V9
> Fax: 306-787-2223