

**Illustrative Examples**  
**for**  
**English Language Arts**

**Kindergarten to Grade 9**

**January 2000**

ALBERTA LEARNING CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Learning. Curriculum Standards Branch.  
Illustrative examples for English language arts, kindergarten to grade 9.

Available on the Internet: <<http://ednet.edc.gov.ab.ca>>  
ISBN 0-7785-0792-0

1. English language—Study and teaching—Alberta. II Language arts—Alberta.
1. Title

PE1113.A333 2000 407

Additional copies are available for purchase from:

Learning Resources Distributing Centre  
12360 – 142 Street  
Edmonton, Alberta  
T5L 4X9

For more information, contact the Director, Curriculum Standards Branch, Alberta Learning, 11160 Jasper Avenue, Edmonton, Alberta, Canada, T5K 0L2. Telephone: 780-427-2984; Fax: 780-422-3745; Email <[curric.contact@edc.gov.ab.ca](mailto:curric.contact@edc.gov.ab.ca)>. Inside Alberta call toll free at 310-0000.

The primary intended audience for this document is:

<i>Administrators</i>	✓
<i>Counsellors</i>	
<i>General Audience</i>	
<i>Parent School Councils</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

Copyright © 2000, the Crown in Right of Alberta, as represented by the Minister of Learning. Alberta Learning, Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, Canada, T5K 0L2.

Every effort has been made to provide proper acknowledgement of original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Learning so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this document for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Learning does not own copyright.

**Illustrative Examples**  
for  
**English Language Arts**

**Grade 3**

**January 2000**

## **PREFACE**

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 3 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

## **ACKNOWLEDGEMENT**

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

## GRADE 3

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p><b>Express ideas and develop understanding</b></p> <ul style="list-style-type: none"><li>• connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts</li><li>• explain understanding of new concepts in own words</li><li>• explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>• A group of students looks at pictures of people from different countries in the book <i>Children Just Like Me</i>. They make observations and inferences in comparing their lives to those of children in the book.</li><li>• After constructing a bridge out of various materials, students write or tell about how it was made.</li><li>• Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities.</li><li>• After asking classmates about their favourite books, two students make a poster showing the top three favourite books in the class.</li><li>• While jotting down ideas for a poem about the seasons, a student looks at old calendar pictures and rereads the poems <i>Icicles</i> and <i>Summer Rain</i>.</li></ul>
<p><b>Experiment with language and forms</b></p> <ul style="list-style-type: none"><li>• choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others</li></ul>	<ul style="list-style-type: none"><li>• Students decide that a poster would be the best way to inform others about endangered animals.</li><li>• To share a poem, such as <i>In Flanders Fields</i> on Remembrance Day, students choose how to present it: as a choral reading to other classes, as a reading over the intercom or as a posting on the school web site.</li></ul>

## GRADE 3

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p><b>Express preferences</b></p> <ul style="list-style-type: none"><li>choose and share a variety of oral, print and other media texts in areas of particular interest</li></ul>	<ul style="list-style-type: none"><li>A student brings in a book related to the class theme and reads a relevant section to the class.</li><li>Students choose favourite books from the library, create advertisements for them and post the advertisements on the bulletin board in the library.</li><li>Students bring in objects that remind them of Grade 2. As they tell the story of their objects, they place them in personal memory boxes that they have decorated.</li></ul>
<p><b>Set goals</b></p> <ul style="list-style-type: none"><li>discuss areas of personal accomplishment as readers, writers and illustrators</li></ul>	

## GRADE 3

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p><b>Consider others' ideas</b></p> <ul style="list-style-type: none"><li>ask for others' ideas and observations to explore and clarify personal understanding</li></ul>	<ul style="list-style-type: none"><li>During a peer writing conference, a student asks such questions as:<ul style="list-style-type: none"><li>What do you like best about my writing?</li><li>Are there any places where I need to put more information?</li><li>Do you have any other ideas?</li></ul></li><li>While reading <i>More than Anything Else</i>, students discuss why being able to read is important and how reading is meaningful to them.</li></ul>
<p><b>Combine ideas</b></p> <ul style="list-style-type: none"><li>experiment with arranging and recording ideas and information in a variety of ways</li></ul>	
<p><b>Extend understanding</b></p> <ul style="list-style-type: none"><li>ask questions to clarify information and ensure understanding</li></ul>	





## GRADE 3

### General Outcome 2

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



### 2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples			
<p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>share ideas developed through interests, experiences and discussion that are related to new ideas and information</li> <li>identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, dictionaries and junior dictionaries, are organized and use them to construct and confirm meaning</li> </ul> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials</li> <li>apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>After listening to the story <i>Red Parka Mary</i>, one student shares her feelings of being afraid, at first, of her Grandma’s neighbour. This reminds another student about how she was afraid of the older students when she first rode the school bus.</li> <li>A student guides other students through a favourite web site and explains how the web site works.</li> <li>To check for correct spelling in their own writing, students locate words in a junior dictionary.</li> <li>Students make class charts that summarize the features of a variety of texts; e.g.:</li> </ul> <table border="1" data-bbox="688 991 1396 1201"> <tr> <td data-bbox="688 991 906 1201"> <u>Textbook</u>                      Book Cover                      Table of Contents                      Chapters                      Summary                      Reviews                 </td> <td data-bbox="954 991 1149 1201"> <u>Dictionary</u>                      Bold Print                      Key Words                      ABC Order                      Columns                 </td> <td data-bbox="1201 991 1396 1201"> <u>Letter</u>                      Date                      Salutation                      Body                      Closing                 </td> </tr> </table> <ul style="list-style-type: none"> <li>During an oral cloze activity, students are given this sentence: The teddy bear’s tubby tummy _____ through the seams of its shirt. After brainstorming a variety of examples—bursted, busted, poked, broke—the group decides which words work and which do not.</li> <li>While viewing the videocassette <i>The Cat Came Back</i>, students stop to predict if the cat will come back each time.</li> <li>When reading about fish, a student comes to the unfamiliar word adapted in the sentence: “Fish are adapted to live in the water because they have gills.” The student infers the meaning of the word from the context of the sentence.</li> <li>While listening to <i>Roses Sing on New Snow: A Delicious Tale</i>, students talk about the book.                     <p>Student 1: Why didn’t the new dish work for the brothers?</p> <p>Student 2: I think the governor will be mad with the brothers if they can’t get it right.</p> <p>Student 3: They’re going to have to get Maylin. She’s the only one who can do it.</p> </li> </ul>	<u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews	<u>Dictionary</u> Bold Print Key Words ABC Order Columns	<u>Letter</u> Date Salutation Body Closing
<u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews	<u>Dictionary</u> Bold Print Key Words ABC Order Columns	<u>Letter</u> Date Salutation Body Closing		

**GRADE 3**

**General Outcome 2**

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



**2.1 Use Strategies and Cues** (continued)

<p><b>Specific Outcomes</b></p>	<p><b>Illustrative Examples</b></p>
<p>(continued)</p> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"><li>identify the main idea or topic and supporting details in simple narrative and expository passages</li></ul>          <ul style="list-style-type: none"><li>extend sight vocabulary to include predictable phrases, and words related to language use</li></ul> <p>(continued)</p>	<ul style="list-style-type: none"><li>After reading about frogs, a student says that the first paragraph tells us where frogs live, the second paragraph is about the life cycle of frogs and the third paragraph lists the enemies of frogs.</li><li>Students use graphic organizers to record and remember the main idea and supporting details of stories and informational texts.</li></ul> <div style="display: flex; justify-content: space-around;"><div data-bbox="678 884 980 1199"><p style="text-align: center;">Hub and Spoke</p></div><div data-bbox="1024 884 1479 1087"><p style="text-align: center;">Inverted Tree</p></div></div> <p style="text-align: center;"><i>Source: Diagnostic Reading Program, Handbook 4: Instructional Strategies, Alberta Education, 1986.</i></p> <ul style="list-style-type: none"><li>Students read frequently used words, such as about, exit; predictable phrases, such as in the forest, across the street, happily ever after; and words related to language use, such as read, write, spell, save as, delete, cancel, log off.</li></ul> <p><b>Note:</b> Some sources for lists of frequently used words are included under Teacher References at the end of this grade level.<li>Students play familiar games that use sight words; e.g., matching games, word puzzles.</li><li>As they encounter new words, students add them to their personal dictionaries and to the class word bank.</li></p>

## GRADE 3

### General Outcome 2

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



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• read silently with increasing confidence and accuracy</li> <li>• monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems</li> </ul> <p><b>Use textual cues</b></p> <ul style="list-style-type: none"> <li>• use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning</li> <li>• attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading</li> </ul>	<ul style="list-style-type: none"> <li>• When reading <i>Ladybug Garden</i>, a student locates the information that describes how the ladybugs helped the garden recover.</li> <li>• After silently reading <i>Tiger's New Cowboy Boots</i>, a student retells the story and describes characters, events and favourite parts.</li> <li>• Students talk about what they do when they come to a word they do not know. <ul style="list-style-type: none"> <li>Student 1: I look at the picture on the page and see if that helps.</li> <li>Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word is.</li> <li>Student 3: I try to sound the word out first—especially if it's a word that's easy to sound out.</li> <li>Student 4: I try to think if I know any other word that sort of looks like it. Then I change the letters that I need to, and see if that makes sense.</li> </ul> </li> <li>• A student skips the paragraph that begins, "The beaver's enemies are ..." when trying to find the answer to the question, "How much does a beaver weigh?"</li> <li>• On a web site about hearing and sound, a student clicks on the picture of the steam locomotive to hear how it sounds. Another student finds a heading about how animals hear and clicks on birds.</li> <li>• To find out what the giant said to scare Jack in <i>Jack and the Beanstalk</i>, a student looks for the words in quotation marks.</li> <li>• While performing a readers' theatre, students make use of punctuation clues to assist in fluency and comprehension.</li> <li>• Students read stories to their Grade 1 buddies. They use the punctuation and quotation marks to help them read with appropriate expression and to change their voices for the different characters.</li> </ul>

## GRADE 3

### General Outcome 2

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



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>• apply phonic rules and generalizations competently and confidently to read unfamiliar words in context</li> <li>• apply word analysis strategies, to segment words into parts or syllables, when reading unfamiliar words in context</li> <li>• associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context</li> </ul>	<ul style="list-style-type: none"> <li>• While reading, a student sees an unfamiliar word, such as <i>escalator</i>, for which the story context is of limited assistance. The student knows how to sound out enough of the word to predict the meaning, or blend the sounds together to identify a whole word that has been heard before and that makes sense in context.</li> <li>• While reading a science magazine, a student uses sight word knowledge (<i>float</i>) or phonic knowledge of consonant blends (<i>fl</i>), vowel digraphs (<i>oa</i>), and word endings (<i>-ation</i>), to identify the word <i>floatation</i>, and then continues reading.</li> <li>• When reading words in context, a student identifies a word by breaking it into parts, or syllables, such as <i>in-for-ma-tion</i>, associating sounds with each part, and blending the sounds into the word—<i>information</i>.</li> <li>• When reading and writing, students segment unfamiliar words in the following categories: <ul style="list-style-type: none"> <li>– compound words, such as <i>horseback</i></li> <li>– syllabication rules, such as: <ul style="list-style-type: none"> <li>• <i>sup/per</i> [VC/CV]</li> <li>• <i>su/per</i> [V/CV]</li> <li>• <i>sel/ect</i> [C/V]</li> </ul> </li> <li>– prefixes, such as <i>a-</i>, <i>be-</i>, <i>un-</i>, <i>re-</i></li> <li>– suffixes, such as <i>-est</i>; <i>-y</i>; <i>-en</i>; <i>-less</i>; <i>-full</i>; <i>-some</i>; <i>-ly</i>; <i>-y</i> to <i>i</i>, plus <i>-er</i> or <i>-ly</i>; <i>-er</i>; <i>-ing</i></li> <li>– words ending in <i>-le</i>.</li> </ul> </li> <li>• When reading such sentences as, “They were shocked to find out that something had already destroyed their fort.” students use phonic knowledge and skills, together with prior knowledge, meaning and grammatical cues, to read the unfamiliar words and comprehend the meaning.</li> <li>• When reading and writing, students demonstrate consistent sound-symbol associations with: <ul style="list-style-type: none"> <li>– consonant blends <i>sp</i>, <i>tw</i>, <i>sw</i>, <i>sm</i>, <i>spl</i></li> <li>– final consonant blends and digraphs <i>-sh</i>, <i>-ch</i>, <i>-nk</i>, <i>-ng</i></li> <li>– vowel diphthongs <i>oi</i>, <i>oy</i>, <i>ow</i>, <i>aw</i>, <i>ou</i>, <i>or</i>, <i>ur</i>, <i>ir</i></li> <li>– “<i>r</i>” and “<i>w</i>” controlled vowels</li> <li>– hard and soft “<i>c</i>” and “<i>g</i>”</li> <li>– word parts <i>-ight</i>, <i>-ate</i>, <i>-age</i>, <i>-ture</i>, <i>-tion</i>.</li> </ul> </li> </ul>

## GRADE 3

### General Outcome 2

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



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use references</b></p> <ul style="list-style-type: none"><li>• put words in alphabetical order by first and second letter</li><li>• use picture dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>• Half the students stand at the front of the class with theme word cards. The remaining students arrange the cards/students into alphabetical order by first and second letter; e.g., lion, gorilla, leopard, giraffe are rearranged to become giraffe, gorilla, leopard, lion.</li><li>• Students scan their writing and circle words they think are misspelled. They use a picture dictionary or junior dictionary to confirm spellings.</li><li>• Students use the spell-check function of a word processor and then make an appropriate choice from the list of possible spellings provided. At this point, they may choose to use a dictionary to confirm the meaning of the desired word.</li></ul>

## GRADE 3

### General Outcome 2

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



### 2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays</li> <li>tell or write about favourite parts of oral, print and other media texts</li> <li>identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites</li> <li>connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references</li> </ul>	<ul style="list-style-type: none"> <li>After talking about rocks, students find other books and pictures about rocks, bring rocks they have collected and talk about them, and find information about cave and rock paintings on the Internet.</li> <li>Students listen to <i>Northern Lights: The Soccer Trails</i> and discuss the story told by Kataujaq's grandmother about the northern lights. They brainstorm stories they have heard that explain natural phenomena.</li> <li>Students make a fruit salad based on the fruits of the Ungalli tree in <i>The Name of the Tree: A Bantu Tale</i>.</li> <li>Students watch a videocassette <i>The Wind in the Willows</i>, and then write in their journals about their favourite parts or exciting events.</li> <li>Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other.</li> <li>A student looks at the list of book projects for the week and chooses to make a shadow puppet after reading <i>Knots on a Counting Rope</i>.</li> <li>Students discuss such common elements in fairy tales as <i>royalty, good or bad characters, happy endings and threes</i>. They then locate these elements in a variety of fairy tales and record them on a class chart.</li> <li>A student enters the name of the poem <i>Hurricane</i>, in the anthology <i>Earth Magic</i>, into the class database that shows favourite pieces of literature. Then, the student searches the database for stories; after reading the description of <i>Thunder Cake</i>, the student signs the book out to read at home.</li> <li>Students sort books in the classroom library into different categories and make posters for each category.</li> <li>Students record their responses to texts, using such sentence frames as: <ul style="list-style-type: none"> <li>I am like _____ because _____ .</li> <li>I know how _____ feels because _____ .</li> <li>The author's description of _____ reminds me of _____ .</li> </ul> </li> </ul>

**GRADE 3**

**General Outcome 2**

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



**2.2 Respond to Texts** (continued)

Specific Outcomes	Illustrative Examples
<p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences</li> <li>summarize the main idea of individual oral, print and other media texts</li> <li>discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>After reading <i>The Very Last First Time</i>, students write a journal entry about how they felt when their own fear almost stopped them from doing something.</li> <li>Students read the poem <i>Rosie and Michael</i> and complete a chart about friends.           <div data-bbox="862 800 1179 993" data-label="Diagram"> </div> </li> <li>After viewing the videocassette <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, students create a web of the main idea and events from the story.           <div data-bbox="721 1121 1430 1409" data-label="Diagram"> </div> <p>Students use the web to create a poster for the videocassette.</p> </li> <li>After listening to the teacher read each chapter of <i>Owls in the Family</i>, students write journal responses.</li> <li>After seeing examples of totem poles, students discuss how the symbols represent important aspects of people's lives. The students then construct personal totem poles, using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story.</li> </ul> <p>(continued)</p>

## GRADE 3

### General Outcome 2

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



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>• make inferences about a character's actions or feelings</li> <li>• express preferences for one character over another</li> </ul> <p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>• express feelings related to words, visuals and sound in oral, print and other media texts</li> <li>• identify how authors use comparisons, and explain how they create mental images</li> </ul>	<p>(continued)</p> <ul style="list-style-type: none"> <li>• While doing an author study of Tomie de Paola, students make predictions about what Big Anthony might do in a new <i>Strega Nona</i> book based on what has happened in other <i>Strega Nona</i> books.</li> <li>• Students talk about the story <i>Peace and Quiet for Grandpa</i>, in <i>Grandpa Comes to Stay</i>. Student 1: I think Mom wants Finlay to be good, because she thinks Grandpa will get upset if he's not. Student 2: I think the Mom, not the Grandpa, likes the house to be quiet and tidy. Student 3: My Mom likes our house to be quiet and tidy. When my cousins come over we have to clean up the house first.</li> <li>• After viewing a videocassette about Robin Hood, a student explains a preference for Robin Hood over the Sheriff of Nottingham.</li> <li>• In a class presentation of three fairy tales, one student chooses to be Red Riding Hood because she appreciates Red Riding Hood's helpfulness.</li> <li>• While listening to <i>Carnival of Animals</i>, students move to the music to represent the particular animals. After listening, they write poems, such as haiku, to describe a chosen animal; make animal puppets for a puppet play; or paint or draw their impressions of a chosen animal.</li> <li>• After reading the poem <i>So Will I</i>, two students paint to express their feelings about the poem.</li> <li>• Students read the poem <i>Tree</i> and identify how the author compares being a person to being a tree. They then draw pictures and talk about what it would be like to be an animal.</li> <li>• Students work together to illustrate the idioms in the poem <i>I Wave Goodbye When Butter Flies</i>.</li> <li>• While listening to <i>Owl Moon</i>, students identify phrases, such as <i>giant statues</i>, <i>like a sad sad song</i> and <i>quiet as a dream</i>, that help them visualize the stillness and mystery of the woods.</li> </ul>



**GRADE 3**

**General Outcome 2**

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



**2.3 Understand Forms, Elements and Techniques**

Specific Outcomes	Illustrative Examples
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>identify distinguishing features of a variety of oral, print and other media texts</li> <li>discuss ways that visual images convey meaning in print and other media texts</li> </ul> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>include events, setting and characters when summarizing or retelling oral, print or other media texts</li> <li>describe the main characters in terms of who they are, their actions in the story and their relations with other characters</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium and perspective.</li> <li>Students look at the way print is presented in <i>Oh, The Places You'll Go!</i> and discuss the effectiveness of the presentation.</li> <li>After viewing the videocassette <i>Sound</i>, students brainstorm the variety of ways information is presented.</li> <li>After listening to a passage from <i>The Cricket in Times Square</i>, students sketch how they visualize the section where the cricket remembers life in the forest.</li> <li>A student creates puppets to tell the story of <i>The Three Little Pigs</i> to a Grade 1 reading buddy. While introducing the wolf puppet, the student says, "This is the big bad wolf. He goes to visit the three little pigs in their houses. He wants to eat them, but they trick him instead."</li> <li>Students create a web to describe a character in a story; e.g.:           <div data-bbox="662 1325 1442 1751" data-label="Diagram"> <pre>           graph TD             R[Rumpelstiltskin] --- A(helps the miller's daughter become a princess)             R --- B(looks like an elf or goblin)             R --- C(spins straw into gold)             R --- D(gives the princess three chances to guess his name)             R --- E(keeps his name a secret)             R --- F(wants the princess to give him the baby if she cannot guess his name)           </pre> </div> </li> <li>After listening to a chapter from <i>Little House on the Prairie</i>, a student writes a journal entry imagining what it would be like to be Laura, travelling in a covered wagon.</li> </ul>

## GRADE 3

### General Outcome 2

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



### 2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"><li>identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques</li></ul> <p><b>Experiment with language</b></p> <ul style="list-style-type: none"><li>recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment</li></ul>	<ul style="list-style-type: none"><li>Students compare information about whales gathered from an encyclopedia, children’s magazine or web site. They discuss the ways in which pictures, sound, fonts, colour and graphics make the text information more interesting.</li><li>While reading <i>The Magic School Bus Inside the Earth</i>, students talk about how information is presented. Student 1: The speech bubbles sound like real children talking and exploring inside the Earth. Student 2: The reports tell us about different topics like volcanoes. Student 3: We can also just read the story of the trip.</li></ul> <ul style="list-style-type: none"><li>Students practise a choral reading of <i>Pierre: A Cautionary Tale in Five Chapters and a Prologue</i> and discuss the best ways to stress the repetitive lines for a desired effect.</li><li>When the class hears one student’s story at author’s chair, a classmate suggests making it into readers’ theatre. The student then presents it with four friends, using special voices and sound effects.</li></ul>

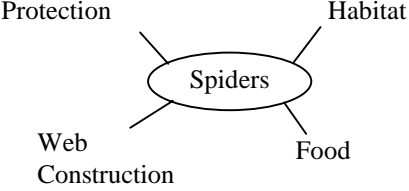
## GRADE 3

### General Outcome 2

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



### 2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts</li> </ul> <p><b>Elaborate on the expression of ideas</b></p> <ul style="list-style-type: none"> <li>use sentence variety to link ideas and create impressions on familiar audiences</li> </ul>	<ul style="list-style-type: none"> <li>Small groups of students make a web or share ideas/events before beginning writing; e.g.:           <div style="text-align: center; margin: 10px 0;">  </div> </li> <li>Students make a list of sports words and phrases and collect sports pictures to display at the writing centre, during a sports theme study.</li> <li>Students use short sentences to convey excitement or action when tape recording their own play-by-play of a hockey game.</li> <li>After a student shares a mystery story at author's chair, other students comment.           <p>Student 1: Why don't you start with a question to make the beginning exciting?</p> <p>Student 2: You could use <i>because</i> to show that's the reason things happened.</p> </li> </ul>

## GRADE 3

### General Outcome 2

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



### 2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
<p><b>Structure texts</b></p> <ul style="list-style-type: none"><li>• experiment with a variety of story beginnings to choose ones that best introduce particular stories</li><li>• add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot</li></ul>	<ul style="list-style-type: none"><li>• A student decides to change the opening of her mystery story from “Once upon a time ...” to “What happened to Tom remains a mystery ...”</li><li>• After writing a story, a student looks at a list of story beginnings, posted on the school web site, classroom bulletin board or kept in a writing folder, to decide whether or not to change the beginning of the story to make it more interesting or effective.</li><li>• Students read the beginning sentences of a variety of stories and list the things that make story beginnings effective; e.g., effective story beginnings introduce the main character, sound exciting, present a problem. Students post their findings on a chart or in their writing folders, for use in their own writing.</li><li>• When students are planning a puppet play, they share ideas about the setting so that the students responsible for making the backdrop have enough information to complete it.</li><li>• Students form groups and take a familiar story; e.g., <i>The Three Little Pigs</i>, and divide the story into sections. Each group of students takes a section and adds to it. They share and discuss the whole story and how the details add to the story.</li><li>• A student writes a story about the time his dog went missing. The student describes where he looked, how long he looked and how he found the dog, in a way that the listener or reader senses his panic at first and then his surprise and relief at finding the dog.</li></ul>

## GRADE 3

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p><b>Focus attention</b></p> <ul style="list-style-type: none"> <li>• use self-questioning to identify information needed to supplement personal knowledge on a topic</li> <li>• identify facts and opinions, main ideas and details in oral, print and other media texts</li> </ul> <p><b>Determine information needs</b></p> <ul style="list-style-type: none"> <li>• ask topic-appropriate questions to identify information needs</li> </ul> <p><b>Plan to gather information</b></p> <ul style="list-style-type: none"> <li>• contribute ideas for developing a class plan to access and gather ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>• In a mathematics journal, students use sentence stems, such as:             <ul style="list-style-type: none"> <li>– I need to find out more about ...</li> <li>– I wonder why/how ...</li> </ul> </li> <li>• After brainstorming safety behaviours for such situations as skating or water sports, students circle statements that are facts and highlight statements that are opinions; e.g., Proper life jackets help people float (fact). Babies shouldn't go on boats (opinion).</li> <li>• After reading <i>A ... B ... Sea</i>, students comment.             <p>Student 1: A jellyfish is not a fish.</p> <p>Student 2: The jellyfish looks larger than the scuba diver.</p> <p>Student 3: A jellyfish's stingers can kill small fish.</p> </li> <li>• After reading the poem <i>Two Friends</i>, students role play such topics as: what makes a good friend, how to make friends, how to keep friends, how friends are alike and different.</li> <li>• When beginning a study of birds, students develop three to five questions under provided headings; e.g., habitat, babies, enemies, food and physical description, to guide their information gathering.</li> <li>• After a student brings in a pet lizard, students develop a list of places where information about pets could be located. They display the list for use during a study on pets.</li> <li>• Students talk about how they can find out about their community's past.             <p>Student 1: We could ask my Grandma. She's lived here a long time.</p> <p>Student 2: I've seen books in the library.</p> <p>Student 3: Maybe we could go to the historical site near town.</p> </li> </ul>

## GRADE 3

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"> <li>find information to answer research questions using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment</li> </ul> <p><b>Access information</b></p> <ul style="list-style-type: none"> <li>use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information</li> <li>locate answers to questions and extract appropriate and significant information from oral, print and other media texts</li> <li>use card or electronic catalogues to locate information</li> </ul> <p><b>Evaluate sources</b></p> <ul style="list-style-type: none"> <li>review information to determine its usefulness in answering research questions</li> </ul>	<ul style="list-style-type: none"> <li>Students use such resources as nature magazines, the encyclopedia, a zoo CDROM, the Internet and a park naturalist to find out about bison.</li> <li>A student looks up schools in the index of <i>A Pioneer Story: The Daily Life of a Canadian Family in 1840</i>. The student spots a picture of a child writing on a small chalkboard and reads that children used slate pencils to write on slate boards. This information is added to the class web on Communities in the Past.</li> <li>A student describes how he found the web site for his favourite magazine by inputting the internet address that was referenced in the magazine.</li> <li>When reading about an animal, a student highlights the parts of a passage that describe: <ul style="list-style-type: none"> <li>where the animal lives</li> <li>how the animal uses camouflage</li> <li>an interesting physical characteristic.</li> </ul> </li> <li>After listening to <i>Charlie and the Chocolate Factory</i>, one student shows another how to look under <i>Humour</i> in the subject index and <i>Roald Dahl</i> in the author index to find other books that he has written.</li> <li>Some students are learning to snowboard and want to find out more about the sport. Their parents help them find some magazines and newspaper articles about the sport, but the students realize that they still don’t know what kind of snowboard is best for beginners.</li> <li>A student looks for books on the yearly pilgrimage to Lac La Biche in pioneer times. The books only tell about fishing at Lac La Biche, so the student asks a great-grandparent if she remembers going to Lac La Biche when she was young.</li> </ul>


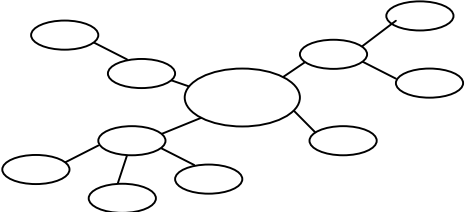
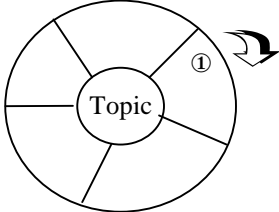
**GRADE 3**

**General Outcome 3**

Students will listen, speak, read, write, view and represent to manage ideas and information.



**3.3 Organize, Record and Evaluate**

Specific Outcomes	Illustrative Examples
<p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>organize ideas and information using a variety of strategies, such as clustering, categorizing and sequencing</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Students use a variety of graphic organizers, such as:           <ul style="list-style-type: none"> <li><u>Venn Diagrams</u> </li> <li><u>Mind Map</u> </li> <li><u>Sequence Circle</u> </li> </ul> </li> <li>In their personal science logs, students write, in proper sequence, what they did when testing the strength of construction materials; e.g., they use 1., 2., 3., or first, second, third.</li> </ul>

## GRADE 3

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples							
<p>(continued)</p> <p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>draft ideas and information into short paragraphs, with topic and supporting sentences</li> </ul> <p><b>Record information</b></p> <ul style="list-style-type: none"> <li>record facts and ideas using a variety of strategies; list titles and authors of sources</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>A student uses a sandwich form to write a paragraph about a favourite rock.</li> </ul> <div data-bbox="787 793 1291 982" style="text-align: center;"> </div> <p>The student writes: Obsidian is my favourite rock. It is black, which is also my favourite colour. It is shiny and smooth. It is so smooth, it is easy to guess when it is in the mystery bag. I like obsidian so much I think my Mom should get some for our yard.</p> <ul style="list-style-type: none"> <li>Students use jot notes on a research chart to record facts about a specific topic of interest, such as the grey wolf.</li> </ul> <table border="1" data-bbox="691 1318 1474 1608" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; height: 60px; vertical-align: top;">Appearance</td> <td style="width: 33%; height: 60px; vertical-align: top;">Food</td> <td style="width: 33%; height: 60px; vertical-align: top;">Interesting Facts</td> </tr> <tr> <td rowspan="2" style="height: 60px; vertical-align: top;">Habitat</td> <td rowspan="2" style="height: 60px; vertical-align: top;">Life Cycle</td> <td style="height: 20px; vertical-align: top;">Enemies</td> </tr> <tr> <td style="height: 40px; vertical-align: top;">Titles and Authors</td> </tr> </table> <ul style="list-style-type: none"> <li>While studying about hearing and sound, students email another class with a list of the titles and authors of books and videocassettes on the topic.</li> </ul>	Appearance	Food	Interesting Facts	Habitat	Life Cycle	Enemies	Titles and Authors
Appearance	Food	Interesting Facts						
Habitat	Life Cycle	Enemies						
		Titles and Authors						



## GRADE 3

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Record information</b></p> <ul style="list-style-type: none"><li>list significant ideas and information from oral, print and other media texts</li></ul> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"><li>determine if gathered information is sufficient to answer research questions</li></ul>	<ul style="list-style-type: none"><li>After viewing the videocassette <i>Planet Earth</i>, students list ways they can help take care of the Earth.</li><li>In preparation for writing a report on the computer, a student makes jot notes while reading an informational book.</li><li>While listening to a guest speaker talk about the community in the past, students jot notes under headings, such as: food, homes, clothing, recreation and jobs.</li></ul> <ul style="list-style-type: none"><li>Students present/share with peers information gathered to date on a topic. Peers question, comment and suggest areas where more information is needed.</li><li>A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. The student checks the headings to be sure there is information on chores, clothing and games of children in pioneer times.</li></ul>

## GRADE 3

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p><b>Share ideas and information</b></p> <ul style="list-style-type: none"><li>organize and share ideas and information on topics to engage familiar audiences</li><li>use titles, headings and visuals to add interest and highlight important points of presentation</li></ul> <p><b>Review research process</b></p> <ul style="list-style-type: none"><li>assess the research process, using pre-established criteria</li></ul>	<ul style="list-style-type: none"><li>Students use an overhead projector, along with a diorama, to present an oral report on their community in the past.</li><li>Students make a set of posters to organize their presentation about salmon.</li><li>While studying rocks and minerals, some students read poems they have written, some share designs based on the shapes of crystals, and others create a papier-mâché model for a display.</li><li>Some students share their presentation software slide show with the class. They use two different title transitions throughout their presentation.</li><li>When a student begins her part of a group presentation on children in Japan, she writes the headings <i>School</i> and <i>Recreation</i> on an overhead transparency to show key points she will cover.</li><li>Students use a checklist of questions developed by the class, such as:<ul style="list-style-type: none"><li>– Did I use headings to organize my presentation?</li><li>– Are my main ideas clear?</li><li>– Did I use a variety of sources?</li><li>– Did I ask others for assistance?</li></ul></li></ul>

## GRADE 3

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p><b>Appraise own and others' work</b></p> <ul style="list-style-type: none"> <li>share own oral, print and other media texts with others to identify strengths and ideas for improvement</li> </ul> <p><b>Revise and edit</b></p> <ul style="list-style-type: none"> <li>combine and rearrange existing information to accommodate new ideas and information</li> <li>edit for complete and incomplete sentences</li> </ul> <p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>print legibly, and begin to learn proper alignment, shape and slant of cursive writing</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>During peer conferencing, students use the following statements to make recommendations.               <ul style="list-style-type: none"> <li>I like the way ...</li> <li>Tell me how ...</li> <li>I think you could try ...</li> <li>I was confused when ...</li> <li>I would like to know more about ...</li> </ul> </li> <li>While writing a poem about horses, a student reads a couple of lines to classmates and asks: "Does it sound like the horse is going really fast?"</li> <li>Students use various editing techniques; e.g., cut and paste, use of star (★) and caret (^), writing on every second line.</li> <li>While editing a group story, one student adds another student's ideas to the narrative by moving the cursor to the insertion point and then typing.</li> <li>Using a story on the overhead projector that contains complete and incomplete sentences, students identify incomplete sentences and tell how they could be corrected.</li> <li>When editing a story about a grandparent, a student checks to ensure that all sentences are complete.</li> <li>Students write their names in the cursive style and decorate them for a special name tag.</li> <li>Students take care to print legibly when writing a thank-you letter to a guest speaker.</li> </ul>

## GRADE 3

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples																		
<p>(continued)</p> <p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>space words and sentences consistently on a line and page</li> <li>use keyboarding skills to compose, revise and print text</li> <li>understand and use vocabulary associated with keyboarding and word processing</li> </ul> <p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>explain relationships among words and concepts associated with topics of study</li> <li>experiment with words and word meanings to produce a variety of effects</li> </ul>	<ul style="list-style-type: none"> <li>While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long.</li> <li>A student composes a short description of a topic, such as a favourite recreational pursuit or an activity, revises it with a peer, and prints it for inclusion in a class book.</li> <li>Students know and use such terms as <i>backspace</i>, <i>delete</i>, <i>cut</i>, <i>paste</i>, <i>caps lock</i>, <i>enter</i>, <i>spell check</i>.</li> <li>Students use such words as <i>pitch</i>, <i>vibration</i>, <i>soundproof</i> and <i>loudness</i> to talk about different aspects of hearing and sound in their daily lives.</li> <li>Students brainstorm words to web specific aspects of a topic of study; e.g., characteristics of mammals, birds, fish.</li> <li>Students brainstorm alternative words to replace overused words found in student writing; e.g.:           <table border="0" style="margin-left: 20px;"> <tr> <td>– said</td> <td>muttered</td> <td>screamed</td> </tr> <tr> <td></td> <td>whispered</td> <td>yelled</td> </tr> <tr> <td></td> <td>shouted</td> <td>croaked</td> </tr> <tr> <td>– went</td> <td>sauntered</td> <td>marched</td> </tr> <tr> <td></td> <td>galloped</td> <td>skipped</td> </tr> <tr> <td></td> <td>slithered</td> <td>circled</td> </tr> </table> </li> <li>After reading the poem <i>I Wave Goodbye When Butter Flies</i>, in the anthology <i>Something Big Has Been Here</i>, a student shares a poem written at home.            Last summer at the lake            I saw horseflies            While it rained cats and dogs.</li> </ul>	– said	muttered	screamed		whispered	yelled		shouted	croaked	– went	sauntered	marched		galloped	skipped		slithered	circled
– said	muttered	screamed																	
	whispered	yelled																	
	shouted	croaked																	
– went	sauntered	marched																	
	galloped	skipped																	
	slithered	circled																	

## GRADE 3

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p><b>Enhance artistry</b></p> <ul style="list-style-type: none"><li>choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>After reading the poem <i>Railroad Reverie</i>, in the anthology <i>Arrow Book of Poetry</i>, students create sound effects that approximate vocabulary in the poem, such as <i>chugger-chugger</i>, <i>rumble-rumble</i> and <i>rattle-rattle</i>. They dramatize the poem, using the sound effects they have created.</li><li>A student writes a poem about a big snowfall and illustrates it with a picture that shows the snow nearly covering the dog kennel in the backyard.</li><li>Students use the story pattern of <i>Guess What?</i> to create their own story with illustrations.</li><li>After reading <i>The Important Book</i>, students pattern their own writing on the book; e.g.: The most important thing about a hamburger is it tastes good. It has meat and bread and cheese and lettuce. It's cooked on a barbecue. It can be eaten using my hands. But the most important thing about a hamburger is it tastes good.</li></ul>

## GRADE 3

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>identify a variety of sentence types, and use in own writing</li> <li>identify correct subject–verb agreement, and use in own writing</li> <li>use adjectives and adverbs to add interest and detail to own writing</li> <li>distinguish between complete and incomplete sentences</li> </ul> <p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing</li> <li>identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing</li> </ul> <p>(continued)</p>	<p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>After reading <i>The Backyard Time Detectives</i>, students identify simple and compound sentences from selected passages. Students look for examples of similar sentence types in their own writing.</li> <li>Students check for correct subject–verb agreement, by viewing examples of writing on an overhead transparency, reading stories out loud to see if they sound correct, and checking with a partner or group. Students correct their errors.</li> <li>Students suggest adjectives that could be added to a piece of writing to make it more interesting; e.g., “The old house.” becomes “The old, tattered, run-down house.”</li> <li>In a story about a first ski lesson, a student checks a class chart of describing words to make a description of getting off a chair lift for the first time more vivid for the reader.</li> <li>In a centre activity, students work alone or with a partner to assemble word strips into complete sentences.</li> </ul> <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">The little dog</div> <div style="border: 1px solid black; padding: 2px 10px;">barked</div> <div style="border: 1px solid black; padding: 2px 10px;">at the mailman.</div> </div> <ul style="list-style-type: none"> <li>When writing such words as <i>different</i>, <i>important</i>, <i>animal</i>, <i>however</i>, students divide the words into parts, associate letters with the sounds across the whole word, and continue writing, checking the spelling later.</li> <li>During a peer editing activity, a student points out to the writer the need to change the word <i>gooses</i> to <i>geese</i>.</li> <li>Students look at a prepared word list and come up with a rule or description of what is common about how the words are spelled.</li> </ul>

## GRADE 3

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing</li> </ul> <p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"> <li>use capital letters appropriately in titles of books and stories</li> <li>use exclamation marks, appropriately, as end punctuation in own writing</li> <li>use apostrophes to form common contractions and show possession in own writing</li> <li>identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension</li> </ul>	<p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>Students keep a personal list of words they frequently misspell and refer to it when editing their work.</li> <li>Students reread their own writing to correct words they misspelled. Words they are unsure of are circled and are located in their dictionary or corrected with the help of a friend or the teacher.</li> <li>Students share strategies on remembering how to spell particular words; e.g.:             <ul style="list-style-type: none"> <li>constructing mnemonic devices: island = IS LAND because = <u>B</u>ears <u>E</u>at <u>C</u>rackers <u>A</u>nd <u>U</u>sually <u>S</u>wallow <u>E</u>nough</li> <li>exaggerating difficult word parts: envIRONment          friEND.</li> </ul> </li> <li>When entering the titles of books they have read into their reading logs, students use capital letters appropriately.</li> <li>While writing an adventure story, a student reads part of it aloud to determine where to place exclamation marks.</li> <li>After visiting a community museum, a student makes a poster to promote the preservation of an old building. The student writes the slogan “Save the Barn!” in large, colourful letters.</li> <li>Students use a variety of contractions when writing valentine messages; e.g.:             <ul style="list-style-type: none"> <li>Won’t you be mine?</li> <li>I’ll think it’s divine, if you’re my valentine!</li> <li>I can’t wait until you’re my valentine!</li> </ul> </li> <li>After a community walk, students use apostrophes to show possession when writing directions to particular places in their community; e.g.: To get to Joey’s house, you walk three blocks west and then turn right and walk north past Michelle’s grandfather’s store.</li> <li>When reading out loud, a student runs two sentences together, realizes it does not make sense, goes back and pauses at the period, and then reads on.</li> </ul>

## GRADE 3

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p><b>Present information</b></p> <ul style="list-style-type: none"><li>present ideas and information on a topic, using a pre-established plan</li></ul>	<ul style="list-style-type: none"><li>When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece; e.g.: Student 1: Tells the title of the play. Student 2: Introduces the characters after the play. Student 3: Asks the audience what they thought of the play.</li><li>Students enhance their own presentations, using such aids as storyboards or presentation software.</li><li>A student adds colour to an invitation for a class concert and makes the date and time larger in the text.</li><li>A student enhances a report on nutritious snacks, by adding pictures from a CDROM encyclopedia.</li><li>Students present their own poetry, or a published poem of their choice, and focus on reading with expression.</li><li>While performing a puppet play, one group member narrates in a clear, steady voice that guides the group and also makes it easy for the class to listen to the story. The narrator uses a buzzing voice for hornets and a booming voice for a big, black cloud.</li></ul>
<p><b>Enhance presentation</b></p> <ul style="list-style-type: none"><li>use print and nonprint aids to illustrate ideas and information in oral, print and other media texts</li></ul>	
<p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"><li>speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas</li></ul>	



## GRADE 3

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
<p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"><li>• rephrase, restate and explain the meaning of oral and visual presentations</li><li>• identify and set purposes for listening and viewing</li></ul>	<ul style="list-style-type: none"><li>• Students explain in their own words the key items to include in a first-aid kit after a presentation by the community nurse.</li><li>• After watching a videocassette presentation on how to deal with bullies, students brainstorm ways to solve playground problems.</li><li>• The class invites a senior to talk about the community in the past. Prior to the visit, students discuss what they want to learn. Student 1: I want to know if bread was made from scratch. Student 2: I wonder how people kept warm in winter. Student 3: I wonder what school was like back then.</li><li>• One student wonders why the class is watching a wordless videocassette about fish. Another student says that it gives the class ideas about what fish look like, where they live and how they move.</li></ul>



## GRADE 3

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"> <li>describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts</li> <li>retell, paraphrase or explain ideas in oral, print and other media texts</li> </ul> <p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"> <li>identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities</li> </ul>	<ul style="list-style-type: none"> <li>While one group member reads <i>Anansi the Spider</i>, the rest freeze into a tableau illustrating the pranks Anansi pulled. Then each person, in sequence, unfreezes, tells about a prank Anansi pulled, adds one of his/her own, and then refreezes into that position.</li> <li>After viewing a <i>Ramona</i> videocassette, students describe Ramona's home and school life and discuss how they compare to their own home and school experiences.</li> <li>Students write in their journals about movies or sports events they watched or took part in over the weekend.</li> <li>After watching a videocassette presentation about different kinds of rocks, students talk about what they learned, through the use of prompts.               <ul style="list-style-type: none"> <li>This videocassette was all about _____.</li> <li>Three different kinds of rocks that I learned about were _____, _____ and _____.</li> <li>I also learned that _____.</li> <li>I was surprised to find out that _____.</li> </ul> </li> <li>After reading the stories <i>Crabs for Dinner</i> and <i>The Sandwich</i>, students talk about times they were reluctant to try new foods.               <p>Student 1: The other kids didn't like Vincenzo's sandwich because it was different.</p> <p>Student 2: When the boy and his brother finally tasted the Grandma's soup they liked it.</p> <p>Student 3: I always thought I didn't like melon, until I had to eat it at my aunt's house.</p> </li> <li>Students read <i>The Very Last First Time</i> and <i>The Fishing Summer</i> and discuss a time when they were both excited and scared about doing something for the first time.</li> </ul>

## GRADE 3

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"><li>• use appropriate language to acknowledge and celebrate individual and class accomplishments</li></ul> <p><b>Use language to show respect</b></p> <ul style="list-style-type: none"><li>• demonstrate respect for the ideas, abilities and language use of others</li></ul>	<ul style="list-style-type: none"><li>• Students record comments on a <i>Comments Page</i>, attached to the back of individually published stories, to recognize and praise an author's work.</li><li>• During a class meeting, students compliment each another on accomplishments or kindnesses shown to others. A ball is passed around a circle, and is held by the speaker; e.g., Becky says, "I would like to compliment Chan for the way he made his story exciting." Chan replies, "Thank you Becky." The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.</li><li>• Upon completion of the study of their community in the past, the class posts their poems, stories, pictures and links to other Internet web sites on the school web site. After the weekend, one student tells about finding the school web site and seeing everyone's work on the computer.</li></ul> <p>• As students share their stories using the author's chair, their classmates make thoughtful and helpful comments, using sentence frames such as:</p> <ul style="list-style-type: none"><li>– I couldn't understand why _____ . Can you explain some more about that?</li><li>– Your characters were very interesting. I liked the way they _____ .</li></ul>

## GRADE 3

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
<p><b>Cooperate with others</b></p> <ul style="list-style-type: none"> <li>• work cooperatively with others in small groups on structured tasks</li> <li>• identify and seek help from others who can provide assistance in specific situations</li> </ul> <p><b>Work in groups</b></p> <ul style="list-style-type: none"> <li>• contribute ideas and information on topics to develop a common knowledge base in the group</li> <li>• ask others for their ideas, and express interest in their contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Students work in pairs to research different bridge designs, and then design and build a bridge strong enough for a toy car to cross.</li> <li>• When preparing a group presentation about a particular animal, one student makes a banner showing the title of the presentation, two students work together to make a diorama showing the animal's habitat, and another student makes a poster about the animal.</li> <li>• During a group activity, such as colouring eggs or planting bean seeds, students work together to complete the task, using assigned materials and directions.</li> <li>• Students ask the librarian for help when seeking a story by a particular author.</li> <li>• Students email selected authors to ask them to read the first drafts of their stories.</li> <li>• Students volunteer to be experts on topics of interest.</li> <li>• Students identify and interview persons in the community to add information to a study of community helpers.</li> <li>• In groups, students find an article, picture, book, web site or CDROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose.</li> <li>• During a class study on animal life cycles, a student brings a book on snakes from home to place in the reading corner.</li> <li>• At the beginning of the year, each student interviews a partner, introduces the partner to the class and includes such details as interests and strengths.</li> <li>• As new groups form, students work together to come up with a group name that is agreeable to everyone. All ideas are considered.</li> </ul>

## GRADE 3

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.2 *Work Within a Group* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Evaluate group process</b></p> <ul style="list-style-type: none"><li>• assess the effectiveness of group process, using pre-established criteria</li></ul>	<ul style="list-style-type: none"><li>• Students answer questions about how to work effectively in a small group; e.g.:<ul style="list-style-type: none"><li>– What are some ways students can participate in a group?</li><li>– How does listening to others help in group work?</li><li>– What would you say or do to encourage everyone to share ideas?</li></ul></li></ul> <p>Students use their answers to the questions to enhance group work.</p>

## Grade 3 References

### Illustrative Examples

**Please note:**

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

*A ... B ... Sea.* Bobbie Kalman. New York, NY: Crabtree Pub. Co., 1995.

*Alexander and the Terrible, Horrible, No Good, Very Bad Day.* Judith Viorst. Illustrated by Ray Cruz. New York, NY: Atheneum, 1972.

*Alexander and the Terrible, Horrible, No Good, Very Bad Day.* (Videocassette). Produced by Bee Beckman and Tim Bloch. Directed by Allen Foster. Racine, WI: Western Publishing Company Inc., 1990. Based on the book by Judith Viorst.

*Anansi the Spider.* Adapted and illustrated by Gerald McDermott. New York, NY: Holt, Rinehart and Winston, 1972.

*Arrow Book of Poetry.* Selected by Ann McGovern. New York, NY: Scholastic Inc., 1965.

*Backyard Time Detectives, The.* David Suzuki. Illustrated by Eugenie Fernandes. Toronto, ON: Stoddart, 1995.

*Carnival of Animals.* (Compact Disc). Camille Saint-Saëns. *Music and You.* Barbara Staton et al. New York, NY: Macmillan Publishing Company, 1991.

*Cat Came Back, The.* (Videocassette). Produced by Cordell Barker and Richard Condie. Directed by Cordell Barker. Montreal, PQ: National Film Board of Canada, 1988.

*Charlie and the Chocolate Factory.* Roald Dahl. Illustrated by Joseph Schindelman. New York, NY: Knopf, 1973.

*Children Just Like Me.* Barnabas and Anabel Kindersley. Mississauga, ON: Fenn Publishing Company, 1995.

*Crabs for Dinner.* Adwoa Badoe. *Collections 3: Super Senses.* Ron Benson et al. Scarborough, ON: Prentice Hall Ginn Canada, 1998.

*Cricket in Times Square, The.* George Selden. New York, NY: Dell, 1960.

*Earth Magic.* Dionne Brand. Illustrated by Roy Crosse. Toronto, ON: Kids Can Press, 1979.

- Fishing Summer, The.* Story by Teddy Jam. Pictures by Ange Zhang. *Gage Cornerstones: Canadian Language 3a.* Christine McClymont et al. Toronto, ON: Gage Educational Publishing Company, 1999.
- Grandpa Comes to Stay.* Rob Lewis. Greenvale, NY: MONDO Publishing, 1996.
- Guess What?* Mem Fox and Vivienne Goodman. Adelaide, Australia: Omnibus Books, 1988.
- I Wave Goodbye When Butter Flies.* Jack Prelutsky. *Something Big Has Been Here.* Poems by Jack Prelutsky. Drawings by James Stevenson. New York, NY: Greenwillow Books, 1990.
- Icicles.* Barbara Juster Esbenen. *Collections 3: Super Senses.* Ron Benson et al. Scarborough, ON: Prentice Hall Ginn Canada, 1998.
- Important Book, The.* Margaret Wise Brown. Illustrated by Leonard Weisgard. New York, NY: Harper, 1949.
- In Flanders Fields: The Story of the Poem by John McCrae.* Linda Garfield. Illustrated by Janet Wilson. Toronto, ON: Stoddart, 1996.
- Knots on a Counting Rope.* Bill Martin Jr. and John Archambault. Illustrated by Ted Rand. New York, NY: H. Holt, 1987.
- Ladybug Garden.* Celia Godkin. *Gage Cornerstones: Canadian Language 3a.* Christine McClymont et al. Toronto, ON: Gage Educational Publishing Company, 1999.
- Little House on the Prairie.* Laura Ingalls Wilder. Illustrated by Garth Williams. New York, NY: Harper, 1953.
- Magic School Bus Inside the Earth, The.* Joanna Cole. Illustrated by Bruce Degan. New York, NY: Scholastic, 1987.
- More than Anything Else.* Marie Bradley. *Gage Cornerstones: Canadian Language 3b.* Christine McClymont et al. Toronto, ON: Gage Educational Publishing Company, 1999.
- Name of the Tree, The: A Bantu Tale.* Retold by Celia Lottridge. Illustrated by Ian Wallace. Toronto, ON: Douglas & McIntyre, 1989.
- Northern Lights: The Soccer Trails.* Michael Arvaarluk Kusugak. Illustrated by Vladyana Krykorka. Willowdale, ON: Annick Press, 1993.
- Oh, The Places You'll Go!* Dr. Seuss. New York, NY: Random House, 1990.
- Owl Moon.* Jane Yolen. Illustrated by John Schoenherr. New York, NY: Scholastic Inc., 1987.
- Owls in the Family.* Farley Mowat. Illustrated by Robert Frankenburg. Toronto, ON: McClelland and Stewart, 1961.
- Pierre: A Cautionary Tale in Five Chapters and a Prologue.* Maurice Sendak. New York, NY: Harper & Row, 1962.



- Pioneer Story, A: The Daily Life of a Canadian Family in 1840.* Barbara Greenwood. Illustrated by Heather Collins. Toronto, ON: Kids Can Press, 1994.
- Planet Earth.* (Videocassette). National Film Board of Canada. Montreal, PQ: National Film Board of Canada, 1991.
- Railroad Reverie.* E. R. Young. *Arrow Book of Poetry.* Selected by Ann McGovern. Illustrated by Grisha Dotzenko. New York, NY: Scholastic Book Services, 1965.
- Red Parka Mary.* Peter Eyvindson. Illustrated by Rhian Brynjolson. Winnipeg, MB: Pemmican Publishers, 1996.
- Roses Sing on New Snow: A Delicious Tale.* Paul Yee. Toronto, ON: Douglas & McIntyre, 1991.
- Rosie and Michael.* Judith Viorst. Illustrated by Lorna Tomei. New York, NY: Atheneum, 1974.
- Sandwich, The.* Ian Wallace and Angela Wood. Toronto, ON: Kids Can Press, 1975.
- So Will I.* Charlotte Zolotow. *Gage Cornerstones: Canadian Language 3b.* Christine McClymont et al. Toronto, ON: Gage Educational Publishing Company, 1999.
- Sound.* (Videocassette). Narrated by Bill Nye. Langley, BC: Magic Lanterns Communications Ltd., 1994.
- Summer Rain.* Eve Merriam. *Collections 3: Super Senses.* Ron Benson et al. Scarborough, ON: Prentice Hall Ginn Canada, 1998.
- Thunder Cake.* Patricia Polacco. New York, NY: Philomel Books, 1990.
- Tiger's New Cowboy Boots.* Story by Irene Morck. Pictures by Georgia Graham. *Gage Cornerstones: Canadian Language 3a.* Christine McClymont et al. Toronto, ON: Gage Educational Publishing Company, 1999.
- Tree.* Frank Asch. *Gage Cornerstones: Canadian Language 3b.* Christine McClymont et al. Toronto, ON: Gage Educational Publishing Company, 1999.
- Two Friends.* Nikki Giovanni. *Collections 3: Spreading My Wings.* Ron Benson et al. Scarborough, ON: Prentice Hall Ginn Canada, 1998.
- Very Last First Time, The.* Story by Jan Andrews. Illustrated by Ian Wallace. *Gage Cornerstones: Canadian Language 3a.* Christine McClymont et al. Toronto, ON: Gage Educational Publishing Company, 1999.
- Wind in the Willows, The.* (Videocassette). Produced by Mark Hall and Brian Cosgrove. Directed by Mark Hall. New York, NY: HBO Video, 1983. Based on the book by Kenneth Grahame.

## Teacher References

- “Basic Sight Vocabulary.” Edward W. Dolch. *Elementary School Journal.* 36, March 1936, pp. 456–460.
- Diagnostic Reading Program, Handbook 4: Instructional Strategies.* Edmonton, AB: Alberta Education, 1986.

*Improving Reading.* Jerry L. Johns and Susan Davis Lenski. Dubuque, IA: Kendall/Hunt Publishing Company, 1994.

*New Reading Teacher's Book of Lists, The.* Edward Fry et al. Englewood Cliffs, NJ: Prentice Hall, Inc., 1985.

*Reading Instruction that Makes Sense.* Mary Tarasoff. Victoria, BC: Active Learning Institute, 1993.

*Spelling Sourcebook 1.* Rebecca Sitton. Spokane, WA: Egger Publishing, Inc., 1997.

*Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.* Gay Su Pinnell and Irene C. Fountas. Portsmouth, NH: Heinemann, 1998.