

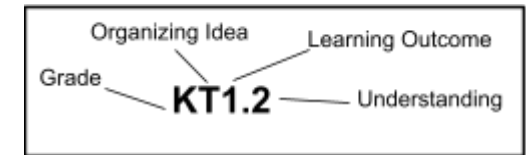
# Grade 3 ELAL Curriculum Comparison for the New Alberta Curriculum

## Guide to Using this Document

It is critical that users view the instructional video guide prior to engaging with this document.

Please access the [Numbered Curriculum document](#) and Numbered Curriculum document [video instructions](#), by clicking the hyperlink titles.

*Note: The instructional video uses the Kindergarten Math curriculum as an exemplar though instructions are applicable to the ELAL documents.*



## Important Links

Comparison of Current 2000 Curriculum or Draft 2021 [Changes](#)

March 2022 Comparison of [Multigrades](#) of new Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b>			
<b>1.1 Discover and Explore</b>			
<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>	<p><b>Text Forms &amp; Structures:</b> 3T1.1 The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.</p>	<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p><b>The purpose of a text can be to</b></p> <ul style="list-style-type: none"> <li>inform</li> <li>provide enjoyment</li> </ul> <p><b>Texts can be categorized according to their content and include fiction and non-fiction.</b></p> <p><b>Fiction is a type of text that uses imagination to tell a story.</b></p> <p><b>Non-fiction is a type of text that expresses information and facts.</b></p> <p><b>Literary forms of fiction and non-fiction texts include</b></p> <ul style="list-style-type: none"> <li>drama</li> <li>short stories</li> <li>images</li> </ul> <p>Stories can be fiction or non-fiction and can follow a structure, including</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p><b>Differentiate between fiction and non-fiction texts according to content.</b></p> <p><b>Examine the form of a variety of fiction and non-fiction texts.</b></p> <p><b>Examine the structure of a variety of fiction and non-fiction texts.</b></p> <p><b>Determine how the structure of texts can help organize the expression or understanding of ideas or information</b></p>

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- beginning
- problem
- events
- solution
- ending

<b>Experiment with language and forms</b> <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>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
<b>Express preferences</b> <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>			
<b>Set goals</b> <ul style="list-style-type: none"> <li>• discuss areas of personal accomplishment as readers, writers and illustrators</li> </ul>			
<b>Consider others' ideas</b> <ul style="list-style-type: none"> <li>• ask for others' ideas and observations to explore and clarify personal understanding</li> </ul>			
<b>Combine ideas</b> <ul style="list-style-type: none"> <li>• experiment with arranging and recording ideas and information in a variety of ways</li> </ul>			
<b>Extend understanding</b> <ul style="list-style-type: none"> <li>• ask questions to clarify information and ensure understanding</li> </ul>			
<b><i>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</i></b>			

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<b>2.1 Use Strategies and Cues</b>			
<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, picture books and junior dictionaries, are organized and use them to construct and confirm meaning</li> </ul>	<p><b>Comprehension:</b> 3CP1.2 Comprehension involves connecting relevant background knowledge and experiences with new information in text.</p>	<p>Connections can be made prior to, during, or after reading a text.</p> <p>Connections can be made between texts and ideas that relate to past, present, or future world events (text to world).</p>	<p>Make connections between a text and personal feelings, experiences, or background knowledge.</p> <p>Make connections between various aspects within or between texts.</p> <p>Make connections between texts and ideas that relate to past, present, or future world events.</p>

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<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> <li>identify the main idea or topic and supporting details in simple narrative and expository passages</li> <li>extend sight vocabulary to include predictable phrases, and words related to language use</li> <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>Comprehension:</b> 3CP1.3 Comprehension involves predicting outcomes or events that reflect clues from texts.</p>	<p>Predictions can be made by combining information from texts with</p> <ul style="list-style-type: none"> <li>background knowledge</li> <li>personal experience</li> <li>anticipation of logical outcomes or events</li> </ul>	<p>Make predictions using background knowledge and information within a text.</p> <p>Identify information from texts that supports predictions.</p> <p>Modify predictions based on new or additional information.</p> <p>Reflect on predictions to confirm or change understandings.</p>
	<p><b>Comprehension:</b> 3CP1.4 Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.</p>	<p>Inferencing involves drawing conclusions based on known facts or evidence.</p> <p>Inferencing can involve</p> <ul style="list-style-type: none"> <li>making connections</li> <li>questioning</li> <li>predicting</li> <li>visualizing</li> </ul>	<p>Make inferences by combining background knowledge with information that is not explicitly stated within a text.</p> <p><b>Identify connections between the actions, feelings, or motives of a character and evidence in text.</b></p>

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	<p><b>Vocabulary:</b> 3V1.1 Vocabulary knowledge can be supported and developed through literacy interactions and experiences.</p>	<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language includes</p> <ul style="list-style-type: none"> <li>• imagery</li> <li>• hyperbole</li> <li>• simile</li> </ul> <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning.</p> <p>A simile compares two unlike things using <i>like</i> or <i>as</i>.</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary through content-area learning.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>
	<p><b>Fluency:</b> 3F1.2 Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.</p>	<p>Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.</p>	<p>Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.</p>
	<p><b>Comprehension:</b> 3CP1.6 The reading comprehension process</p>	<p>Self-monitoring skills that can be used when facing</p>	<p>Examine the location in texts where reading</p>

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	involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.	challenges in comprehension include <ul style="list-style-type: none"> <li>• noticing where meaning breaks down</li> <li>• rereading</li> <li>• reading ahead</li> <li>• creating mental or visual images</li> <li>• asking and answering <i>how, why, and what if</i> questions</li> </ul>	comprehension becomes challenging.  Identify self-monitoring skills that are personally effective in supporting reading comprehension.
<b>Use textual cues</b> <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>	<b>Fluency:</b> 3F1.1 Reading fluency involves accuracy, automaticity, and <b>prosody</b> to engage an audience or improve comprehension.	Fluency develops over time with practice. Fluent reading includes <ul style="list-style-type: none"> <li>• accuracy</li> <li>• automaticity in word recognition</li> <li>• <b>prosody (stress, expression, intonation, and pausing) in oral text reading</b></li> </ul>	Demonstrate automaticity in reading complex words, phrases, and continuous text.  Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.  Read a variety of text forms with fluency <b>and expression.</b>
<b>Use phonics and structural analysis</b> <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>	<b>Phonics:</b> 3P1.1 Phonics supports the reading and writing of texts.	<b>Consonant clusters blend two or three consonant sounds.</b>  <b>Consonant clusters appear at the beginning and ending of words.</b>  <b>Consonant digraphs are two consonant letters that appear together and represent a single sound that is different from the sound of either letter (e.g., <i>sh</i>).</b>  <b>Some consonant letters represent no sound (e.g., <i>know, write</i>).</b>  <b>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</b>  <b>Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.</b>	<b>Recognize consonant clusters at the beginning and ending of a word.</b>  <b>Recognize and apply less frequent consonant digraphs.</b>  <b>Recognize and apply consonant letters that represent no sounds.</b>  Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.  Use phonetic strategies to decode complex words in continuous text.

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<b>Use references</b> <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</li> </ul>			
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spellings or locate the meanings of unfamiliar words in oral, print and other media texts			
<b>2.2 Respond to Texts</b>			
<b>Experience various texts</b> <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>• identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites</li> <li>• tell or write about favourite parts of oral, print and other media texts</li> <li>• connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references</li> </ul>	<b>Comprehension:</b> 3CP1.1 Critical thinking can be applied to comprehend texts that vary in length or complexity.	Comprehension of longer, more complex texts is supported by increased reading practice.	Independently read and demonstrate comprehension of texts that vary in length or complexity.
	<b>Oral Language:</b> 3O1.1 Oral tradition is listening and speaking to pass information from generation to generation.	Throughout history, languages developed orally before being written. Stories can last and be retold over long periods of time. Oral traditions support interactions between generations of people, such as <ul style="list-style-type: none"> <li>• ancestors</li> <li>• grandparents</li> <li>• parents or guardians</li> <li>• children</li> <li>• kin</li> </ul> Traditional knowledge shared through oral traditions can <ul style="list-style-type: none"> <li>• vary in form or delivery</li> <li>• build community</li> <li>• serve as a guide for living and learning</li> </ul>	Investigate oral traditions that have been shared over time. Discuss how oral stories show respect for traditional shared knowledge.  Share information of personal or cultural significance passed between generations of people.

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<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> <li>make inferences about a character's actions or feelings</li> </ul>	<p><b>Text Forms &amp; Structures:</b> 3T1.1 The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.</p>	<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> <li>inform</li> <li>provide enjoyment</li> </ul> <p>Texts can be categorized according to their content and include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p> <p>Non-fiction is a type of text that expresses information</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Examine the form of a variety of fiction and non-fiction texts.</p> <p>Examine the structure of a variety of fiction and non-fiction texts.</p> <p>Determine how the structure of texts can help organize the expression or understanding of ideas or information.</p>
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<ul style="list-style-type: none"> <li>express preferences for one character over another</li> </ul>	<p><b>Text Forms &amp; Structures:</b> 3T1.2 Text features can provide information that is not in the main body of a text.</p>	<p>and facts.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> <li>drama</li> <li>short stories</li> <li>images</li> </ul> <p>Stories can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> <li>beginning</li> <li>problem</li> <li>events</li> <li>solution</li> <li>ending</li> </ul>	<p>Examine a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal messages.</p>

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	<p><b>Text Forms &amp; Structures:</b>          3T1.4 Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.</p>	<p>Non-fiction texts include</p> <ul style="list-style-type: none"> <li>• biographies</li> <li>• content-area texts</li> <li>• interactions with people</li> <li>• land</li> </ul> <p>Content-area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> <li>• main idea or topic</li> <li>• supporting details</li> <li>• linear or cyclical sequencing</li> <li>• compare and contrast</li> </ul>	<p>Compare and contrast ways that non-fiction texts can be organized.</p> <p>Investigate linear and cyclical sequencing in a variety of non-fiction texts.</p>
<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</li> </ul>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p>texts</p> <ul style="list-style-type: none"> <li>• identify how authors use comparisons, and explain how they create mental images</li> </ul>			
<p><b>2.3 Understanding Forms, Elements, and Techniques</b></p>			
<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>			

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<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> <li>● identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques</li> </ul>	<p><b>Text Forms &amp; Structures:</b> 3T1.3 Fictional texts are often products of a text creator's imagination and are not factual.</p>	<p>Fictional texts can be categorized by sub-forms that include</p> <ul style="list-style-type: none"> <li>● traditional literature, including myths</li> <li>● realistic fiction</li> <li>● historical fiction</li> <li>● mystery</li> </ul> <p>A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.</p> <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p> <p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> <li>● books with chapters</li> <li>● collections of stories related to a single idea</li> <li>● circular plots</li> </ul> <p>Elements of fiction include</p> <ul style="list-style-type: none"> <li>● major characters</li> <li>● setting</li> <li>● plot</li> </ul> <p>A major character is central to the plot or problem in a</p>	<p>Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place.</p> <p>Examine fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Examine circular plot structures found in fictional texts.</p> <p>Examine elements within a variety of fictional texts.</p> <p>Examine major characters in fictional texts.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Investigate the narrator's contribution to a text.</p>
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		<p>story.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>	
<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>	<p><b>Text Forms &amp; Structures:</b></p> <p>3T1.5 Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.</p>	<p>Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language).</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> <li>haiku</li> <li>limerick</li> </ul> <p>A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature.</p> <p>A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.</p>	<p>Investigate words or phrases applied creatively in poetry.</p> <p>Examine poetic structures that contribute to creative expression of ideas.</p> <p>Experiment with creating haikus and limericks.</p>

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<p><b>2.4 Create Original Text</b></p>			
<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>Writing:</b> 3W1.2 Creative expression can channel imaginative thought and emotion into a variety of texts.</p>	<p>Creative thinking involves</p> <ul style="list-style-type: none"> <li>considering audience and purpose</li> <li>brainstorming to expand ideas</li> <li>seeking out information to help transform ideas into representations</li> <li>persevering through challenges that may arise</li> </ul> <p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> <li>organization</li> <li>word choice</li> </ul>	<p>Examine how relationships between audience, purpose, and text form can influence creative expression.</p> <p>Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.</p> <p>Create written texts that draw upon a variety of sources of inspiration.</p> <p>Select from a variety of text forms or structures to express personal thoughts or feelings.</p>

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		<ul style="list-style-type: none"> <li>presentation</li> </ul> <p>Creative ideas for expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> <li>personal experiences</li> <li>background knowledge</li> <li>imagination</li> <li>experiences with text</li> </ul> <p>The author's voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice includes interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> <li>sensory details</li> <li>synonyms</li> <li>antonyms</li> <li>specific words or phrases</li> </ul> <p>Dialogue can be used to add variety to written texts.</p>	<p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas.</p>

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<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>			
<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>			
<p><i>General Outcome 3: Manage Ideas and Information</i></p>			
<p><b>3.1 Plan and Focus</b></p>			
<p><b>Focus Attention</b></p> <ul style="list-style-type: none"> <li>• use self-questioning to identify information needed to supplement</li> </ul>			

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<p>personal knowledge on a topic</p> <ul style="list-style-type: none"> <li>• identify facts and opinions, main ideas and details in oral, print and other media texts</li> </ul>			
<p><b>Determine Information Needed</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>			

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<b>3.2 Select and Process</b>			
<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>Writing:</b> 3W1.3 Research processes can support accessing and logically organizing information.</p>	<p>Questioning can help focus research topics and processes.</p> <p>Information can be accessed, stored, and shared in a variety of digital and non-digital ways.</p> <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> <li>reports</li> <li>presentations</li> <li>visual representations</li> </ul> <p>The information and ideas of others need to be listed (cited) in research writing.</p>	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate for an audience.</p> <p>List sources of information used to inform research.</p>
<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</li> </ul>			

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<p>appropriate and significant information from oral, print and other media texts</p> <ul style="list-style-type: none"> <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>			

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3.3 Organize, Record and Evaluate			
<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> <li>draft ideas and information into short paragraphs, with topic and supporting sentences</li> </ul>	<p><b>Writing:</b> 3W1.1 Writing can capture ideas, memories, investigations, and stories.</p>	<p>Writing processes used to organize and share messages can involve</p> <ul style="list-style-type: none"> <li>planning</li> <li>drafting</li> <li>revising</li> <li>editing</li> <li>sharing</li> </ul> <p>Planning can include</p> <ul style="list-style-type: none"> <li>consideration of audience, purpose, and form</li> <li>idea generation</li> </ul> <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>sketching</li> </ul> <p>Drafting involves organizing words on paper during the writing process.</p> <p>Interest can be created by varying sentence beginnings.</p> <p>Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph.</p> <p>Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.</p> <p>Fluent writing sounds like speaking when read aloud.</p> <p>Sharing can involve selecting a variety of text features to enhance written messages.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of forms and structures.</p> <p>Use organizational processes, methods, or tools to support the creation of written texts.</p> <p>Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p> <p>Select a variety of texts to be shared according to their purpose.</p>

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<b>Record information</b> <ul style="list-style-type: none"> <li>record facts and ideas using a variety of strategies; list titles and authors of sources</li> <li>list significant ideas and information from oral, print and other media texts</li> </ul>			
<b>Evaluate information</b> <ul style="list-style-type: none"> <li>determine if gathered information is sufficient to answer research questions</li> </ul>			
<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <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>			
<b>Review research process</b> <ul style="list-style-type: none"> <li>assess the research process, using pre-established criteria</li> </ul>			
<i><b>General Outcome 4 : Enhance the clarity and artistry of communication</b></i>			
<b>4.1 Enhance and Improve</b>			
<b>Appraise own and others' work</b> <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>			

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<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> <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>Fluency:</b> 3W1.4 Practice using digital or non-digital methods or tools can support writing fluency..</p>	<p>Written messages can be created using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> <li>printing</li> <li>keyboarding</li> <li>cursive handwriting</li> </ul> <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> <li>letter formation</li> <li>size</li> <li>proportion</li> <li>slant</li> </ul> <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> <li>finger reaches</li> <li>keystroking</li> <li>key recognition</li> </ul>	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>
<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>			
<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>			

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4.2 Attend to Conventions			
Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
<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>distinguish between complete and incomplete sentences</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> </ul>	<p><b>Conventions:</b> 3CV1.2 Grammar can provide a consistent structure for the building of sentences.</p>	<p>A sentence can command someone to do or not to do something (imperative).</p> <p><b>A sentence has two main parts, a subject and a predicate.</b></p> <p><b>The subject of a sentence is who or what the sentence is about.</b></p> <p><b>The predicate of a sentence is what the subject does.</b></p> <p><b>Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, for).</b></p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> <li>possessive nouns ('s)</li> <li>possessive adjectives (e.g., my, your, his, her, its, our, their)possessive pronouns (e.g., mine, yours, his, hers, ours, theirs)</li> </ul> <p><b>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</b></p>	<p>Distinguish between a variety of sentence types.</p> <p>Identify the subject of a variety of sentences.</p> <p>Identify the predicate of a variety of sentences.</p> <p>Examine conjunctions in a variety of sentences.</p> <p>Use adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify subject-verb agreement in a variety of sentences.</p> <p><b>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</b></p> <p><b>Recognize and use prepositions in sentences to show time and place.</b></p>

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<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> <li>identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing</li> </ul>	<p><b>Vocabulary:</b> 3V1.2 The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension..</p>	<p>Morphemes include</p> <ul style="list-style-type: none"> <li>bases</li> <li>affixes</li> </ul> <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>Prefixes, including &lt;re&gt;, &lt;un&gt;, &lt;in&gt;, &lt;dis&gt;, &lt;non&gt;, &lt;mis&gt;, &lt;mal&gt;, &lt;sub&gt;, and &lt;super&gt;, are morphemes that change the meaning of words when added to the beginning of a base.</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>Recognize and use suffixes to name a person that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Distinguish syllables in words.</p>
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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<p>Suffixes, including &lt;ly&gt;, are morphemes that form adverbs and change the meaning of words when added to the ending of a base.</p> <p>Suffixes, including &lt;er&gt;, &lt;or&gt;, &lt;ar&gt;, and &lt;ist&gt;, are morphemes that change the meaning of words when added to the ending of a base.</p>	
	<p><b>Conventions:</b> 3CV1.3 Correct spelling can be supported by applying knowledge of word patterns and parts.</p>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> <li>nouns ending in &lt;y&gt;: change &lt;y&gt; to &lt;i&gt; and add &lt;es&gt; (e.g., pony–ponies)</li> <li>nouns ending in &lt;f&gt; or &lt;fe&gt;: change &lt;f&gt; or &lt;fe&gt; to &lt;v&gt; and add &lt;es&gt; (e.g., leaf–leaves)</li> </ul> <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose–moose, person–people).</p> <p>Adding an apostrophe and &lt;s&gt; can be used to show ownership or possession.</p> <p>If a noun is plural and already ends in an &lt;s&gt;, only an apostrophe and not an &lt;s&gt; is added to show ownership.</p> <p>Prefixes and suffixes are spelled consistently in words. Some words are not spelled in predictable ways.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an &lt;s&gt; to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an &lt;s&gt;.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>

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	<p><b>Conventions:</b> 3CV1.4 A variety of spelling strategies and tools can be used to enhance written expression..</p>	<p>Spelling strategies can be used to spell words accurately, including</p> <ul style="list-style-type: none"> <li>• articulating</li> <li>• visualizing</li> <li>• transferring prior knowledge</li> <li>• trial and error</li> </ul> <p>Digital or non-digital tools can be used to help spell words correctly.</p>	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>
	<p><b>Conventions:</b> 3CV1.5 Basic guidelines for spelling transferred to writing new text can increase accuracy.</p>	<p>Abbreviations include</p> <ul style="list-style-type: none"> <li>• titles</li> <li>• days of the week</li> <li>• time</li> <li>• measurements</li> </ul>	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell contractions in writing.</p> <p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p>

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<ul style="list-style-type: none"> <li>• addresses</li> </ul> <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>An inflectional ending is a suffix added to a base that indicates</p> <ul style="list-style-type: none"> <li>• tense</li> <li>• plurality</li> <li>• possession</li> <li>• comparison</li> </ul> <p>The basic guidelines for adding inflectional endings consist of</p> <ul style="list-style-type: none"> <li>• dropping the &lt;e&gt; and adding &lt;ing&gt;</li> <li>• doubling the letter before adding &lt;ing&gt; or &lt;ed&gt;</li> </ul>	<p>Spell singular and plural possessives.</p> <p>Spell some complex plural words.</p> <p>Apply endings that show comparisons.</p> <p>Recognize basic guidelines for adding inflectional endings.</p>

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<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>Conventions:</b> 3CV1.1 Capitalization and punctuation can enhance written expression.</p>	<p>Capitalization is used for headings.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> <li>• commas</li> <li>• quotation marks</li> <li>• apostrophes in contractions and possessives</li> </ul> <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way.</p> <p>Adding an apostrophe and &lt;s&gt; can be used to show ownership or possession.</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions.</p> <p>Insert apostrophes to show possession.</p>
<p><b>4.3 Present and Share</b></p>			
<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>	<p><b>Oral Language:</b> 3O1.5 Presentations share stories, ideas, or information with an audience.</p>	<p><b>Preparation supports effective communication through</b></p> <ul style="list-style-type: none"> <li>• relaxation</li> <li>• breathing techniques</li> <li>• focus</li> </ul> <p>Presentations can be <b>improvised</b> or prepared.</p> <p><b>Presentations can be delivered in different ways, including</b></p> <ul style="list-style-type: none"> <li>• oral reports</li> <li>• readers' theatre</li> <li>• dramatizations</li> <li>• digital stories</li> <li>• recorded interviews</li> </ul> <p><b>Thoughts and ideas in speech can be grouped together in logical sequences.</b></p> <p><b>Effective communication involves consideration of an audience's</b></p> <ul style="list-style-type: none"> <li>• situation</li> <li>• thoughts</li> <li>• feelings</li> <li>• beliefs</li> </ul> <p><b>Audience participation and behaviour may affect the presenter or other audience members.</b></p>	<p><b>Group relevant ideas, events, or information in a logical sequence when presenting.</b></p> <p><b>Develop communication skills through individual or group presentations.</b></p> <p><b>Present dramatizations of characters and events encountered in texts.</b></p> <p><b>Share a poem from memory with some awareness of</b></p>

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<b>Enhance presentation</b> <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>			
<b>Use effective oral and visual communication</b> <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>			
<b>Demonstrate attentive listening and viewing</b> <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>	<b>Oral Language:</b> 3O1.3 Listening can enhance interactions and learning.	<b>Listening strategies include</b> <ul style="list-style-type: none"> <li>identifying purpose</li> <li>asking relevant questions</li> <li>seeking clarification</li> <li>responding appropriately</li> </ul> <b>Texts that are listened to can build</b> <ul style="list-style-type: none"> <li>connections</li> <li>interest</li> <li>vocabulary</li> <li>background knowledge</li> </ul>	Use a variety of listening strategies to enhance interactions and learning.

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	<p><b>Oral Language:</b> 3O1.2 Listening and speaking can enhance the exchange of ideas, information, or opinions.</p>	<ul style="list-style-type: none"> <li>• curiosity</li> <li>• engagement</li> <li>• motivation</li> </ul> <p>Dialogue is an exchange of ideas, information, or opinions.</p> <p>Effective dialogue includes</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• staying on topic</li> <li>• asking questions</li> <li>• contributing</li> </ul> <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis.</p> <p>Speaking can be supported through</p> <ul style="list-style-type: none"> <li>• relaxation</li> <li>• breathing</li> <li>• posture</li> </ul>	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>
	<p><b>Oral Language:</b> 3O1.4 Communication can be supported by integrating verbal and non-verbal language.</p>	<p>A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.</p> <p>Effective communication considers</p> <ul style="list-style-type: none"> <li>• voice quality and audibility</li> <li>• articulation and clarity</li> </ul>	<p>Combine verbal and non-verbal language to enhance communication.</p> <p>Adjust voice quality, audibility, articulation, or clarity to communicate effectively.</p>
<p><i>General Outcome 5.1 : Respect Others and Strengthen Community</i></p>			
<p><b>5.1 Respect Others and Strength Community</b></p>			
<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,</li> </ul>			

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print and other media texts			
<b>Relate texts to culture</b> <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>			
<b>Celebrate accomplishments and events</b> <ul style="list-style-type: none"> <li>use appropriate language to acknowledge and celebrate individual and class accomplishments</li> </ul>			
<b>Use language to show respect</b> <ul style="list-style-type: none"> <li>demonstrate respect for the ideas, abilities and language use of others</li> </ul>			
<b>5.2 Work Within a Group</b>			
<b>Cooperate with Others</b> <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>			
<b>Work in groups</b> <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> <li>assess the effectiveness of group process, using pre-established criteria</li> </ul>			