

Curriculum Planning & Assessment Resource

English Language Arts and Literature Grade 3



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Grade 3 ELAL Curriculum Planning & Assessment Resource

Curriculum Planning & Assessment Resource

English Language Arts and Literature (ELAL)

Kindergarten

About This Document		
This resource is created to assist teachers with planning and using the ELAL curriculum (2022). It is designed to give teachers a place to start when planning lessons. The document is designed around the following information: - There is only one Learning Outcome for each Organizing Idea in the ELAL curriculum. - Alberta Education has stated clearly: The Learning Outcome is what is to be assessed and reported on BY the end of the School Year. - Each Learning Outcome is divided into a number of Understandings. Each understanding has a number of statements in the Knowledge and Skills & Procedures columns that further describes how the LO can be taught based on the Understanding. - The Understandings in the ELAL curriculum break down the Learning Outcome. So teachers can see how the Learning Outcome can be taught by the end of the year. - When teachers are planning they are required to use all of the KUSPs (knowledge, Understandings, Skills & Procedures). Users of this guide will find that each section of the document is centered around one “understanding” at a time. The suggestions for teaching are then directly related to the Learning Outcome based on the Understanding. The developers of this document have also created a preamble describing Phonological Awareness. The reason for this added information is so teachers know the importance of teaching phonological awareness and phonemic awareness and how foundational it is for students to have these skills when learning to decode, read and write. The intent of these ELAL rubrics is for formative assessment. They are for teachers to use with the Understanding they are teaching at the time, ensuring the Learning Outcome for that Organizing Idea is mastered by the students by the end of the year. These rubrics can be used more than once to show improvements made by the students. Student progress can be shown in using the ‘Year Long’ rubric where progress is shown by term.		
Table of Contents	Important Links	
Important Links Organizing Idea: Text Forms and Structures Organizing Idea: Oral Language Organizing Idea: Vocabulary Organizing Idea: Phonics Organizing Idea: Fluency Organizing Idea: Comprehension Organizing Idea: Writing Organizing Idea: Conventions	Resource Sites that teachers can access for the ELAL curriculum: ARPDC ELAL Resources Specific resources for ELAL intervention that can be found: Supporting Intervention Instruction NewLearnAlberta Explore Resources Teachers can find resources to support Indigenous content within the curriculum Infusing Indigenous Knowledge into Curriculum	New Learn Alberta Competency Progressions Numeracy Progressions Literacy Progressions Recorded Video: How to Read these Curriculum Planning & Assessment Resources Numbered Outcomes Document
Acknowledgements		
Thank you to all the teachers, literacy specialists, and technical expertise from Alberta school divisions and ARPDC who collaborated to develop, review, and revise these planning and assessment documents to support curriculum implementation.		

Competency Progressions	Literacy Progressions	Numeracy Progressions
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Organizing Idea: Text Forms and Structures

Organizing Idea: Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.			
Guiding Question: How can text organization enhance meaning?			
Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.			
Understanding: The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
A text is anything, digital or non digital, that has meaning for the individual or group who creates or engages with it. The purpose of a text can be to • Inform • provide enjoyment Texts can be categorized according to their content and include fiction and non-fiction. Fiction is a type of text that uses imagination to tell a story. Non-fiction is a type of text that expresses information and facts. Literary forms of fiction and nonfiction texts include • drama • short stories	Examine the purpose of a variety of texts. Explain personal references for texts that provide enjoyment. Differentiate between fiction and non-fiction texts according to content. Examine the form of a variety of fiction and non-fiction texts. Examine the structure of a variety of fiction and non-fiction texts. Determine how the structure of texts can help organize the expression or understanding of ideas or information.	Text: anything, digital or non digital, that has meaning for the individual or group who creates or engages with it. Fiction: a type of text that uses imagination to tell a story. Non-fiction: is a type of text that expresses information and facts. Drama: a type of story acted out before an audience often performed in a theatre (play) Images: pictures/ photos that are used to communicate ideas or information Form: is the name of the text type that a writer chooses. For example: script, sonnets, novel, letter. Structure: is the way the writer organizes the language and information within the text for a purpose.	Teach students what purpose is in a variety of texts. • After reading the students a letter to Santa Clause, discuss the purpose is to let Santa know what the child wanted for Christmas. • Or after reading “The Giving Tree” discuss with the students what the purpose could have been in writing this text. E.g. Enjoyment, love of trees etc., Teach students what fiction and non-fiction is and the differences. • After discussing with students that fiction tells a story using imagination, read nonfiction and discuss what the differences were between the two types of books. Expose students to a variety of texts so that they can become aware of and identify the purpose, form and structure of a variety of texts. The teacher reads aloud a story to the students and facilitates a discussion with the students asking , “what do you think the Author’s purpose is in writing this text?” Using a variety of fiction and nonfiction texts (including drama, short story and images) ○ Author’s Purpose: to inform vs. to entertain ○ Fiction vs. nonfiction ○ Image Purpose : how does it add to the text? (graphic novels, nonfiction photographs, illustrations, etc.) ○ Elements of a Story: beginning, problems, events, solutions, ending

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- images Stories can be fiction or non-fiction and can follow a structure, including - beginning - problem - events - solution - ending			
Resources			What do we assess? How do we assess?
Book list for books with just images Videos Author's Purpose English For Kids Mind Blooming Fiction and Non-Fiction English For Kids Mind Blooming Story Elements Part 1: Characters, Setting, and Events English For Kids Mind Blooming Story Elements Part 2 Problem and Solution English For Kids Mind Blooming			Grade Three- Text Forms - Year Long Grade Three- Text Forms - ALL Grade Three-Text Forms - (Purpose, Form, Structure of Texts)

OI: Text Forms and Structures: Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.				
Understanding: Text features can provide information that is not in the main body of a text.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Text features can be digital or non digital, including - images - tables of contents - maps - graphs	Examine a variety of text features that provide additional information in a text. Include a variety of text features to organize, clarify, or enhance personal Messages. (create a text that includes support to clarify) (students create a text that includes features to enhance their message. Eg. science or social studies content)	Text Features: components of a story that are not part of the main body of text. Example: table of contents, headings, titles, images, maps, graphs etc	Teachers teach students text features and where they are located in different forms of texts. Such features are outlined in the “knowledge’ portion of the KUSPs. Activities that teachers can use or do with the students are below: - Index - Have students go on an index scavenger hunt. - Table of Contents: - Use it to locate specific chapters/topics - Headings/titles - What do you expect the following text to be about? - Discuss the headings/titles and what you expect the following text to be about. - Images - Illustrations - creating an image of how the author intended characters, setting, etc. to look like. What information do we see in the image? How does this help us understand the author’s words? - Notice any labels (ex. Parts of a bug, abdomen, antenna, wings, etc.) - Data (graphs such as pictographs, pie charts, bar graphs, etc.) - Maps - Looking at maps within a fiction text and discussing how it enhances the story.	
Resources				What do we assess? How do we assess?
<u>Mentor Texts/Read Aloud</u> Images - Graphic novels (images) - Lucy and Andy Neanderthal by Jeffery Brown - Where the Wild Things Are by Maurice Sendak General Non-Fiction (draw on Science and Social Studies) - National Geographic readers - The Superpower Field Guide Beavers by Rachel Poliquin Maps - Follow That Map! by Scot Ritchie - Land of Stories by Chris Colfer (Maps) Graph - Lemonade for Sale by Stuart Murphy (graph) <u>Teacher Resources</u> Text feature walk				Grade Three- Text Forms - Year Long Grade Three - Text Forms - ALL Grade Three- Text Forms - (Text Features)

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- The Reading Strategies Book 2.0, Jennifer Serravallo - chapter on text features.

OI: Text Forms and Structures: Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.

Understanding: Fictional texts are often products of a text creator's imagination and are not factual.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Fictional texts can be categorized by sub-forms that include • traditional literature, including myths • realistic fiction • historical fiction • mystery A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event. Realistic fiction takes place in modern times and describes believable characters involved in plausible events. Historical fiction takes place in a setting of the past. A mystery describes the solution of a crime or the unraveling of secrets. Fictional texts can have structures that include • books with chapters • collections of stories related to a single idea • circular plots	Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place. Examine fictional text structures that contribute to organization, clarity, or personal engagement. Examine circular plot structures found in fictional texts. Examine elements within a variety of fictional texts. Examine major characters in fictional texts. Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot. Investigate the narrator's contribution to a text.	Traditional Literature: a genre in which stories have been passed down through generations (often oral storytelling). Traditional literature was also used to explain natural phenomena, and often touches on similar themes, such as good vs. evil, regardless of the region of origin. Myth: traditional or legendary story usually concerning a courageous hero, heroine or event that often explains a phenomenon Realistic Fiction: takes place in modern times and contains made up characters in events that could happen in real life Historical Fiction: takes place in the past and can contain made up or real characters but is a fictional story Mystery: a genre of fiction that involves a mystery/crime that needs to be solved Circular plot - a story/plot that begins and ends in the same place. Major character - or main character is central to the story.	Teach students that fictional text are created from an author's imagination and are not factual. Teach students the different sub forms of fictional text as listed in the "knowledge" section of the KUSPs. • Identify Elements of Fiction ◦ Roll a Story Activity the teacher creates a template with a number of dice on the left hand side of the page. Across from each number is an element of a fictional story. After reading a fictional story, students can sit in pairs, roll the dice and name the element, based on the roll of the dice. ■ 1- main character ■ 2 - another character ■ 3 - setting ■ 4 - plot- or one event in the story. • Characters ◦ Analyze the creativity of the character. ■ Do they have realistic features? ■ How are they perceived? Vs. How is the author portraying them? • Text Structure • Create Imaginative Representations ◦ Could include, but not limited to: ■ diorama of a story setting ■ skit of a story ■ posters ■ digital presentations ■ become a character for a day (dress up and act like them) ■ Character bags ■ art projects

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Elements of fiction include • major characters • setting • plot A major character is central to the plot or problem in a story. A circular plot is sequenced to end with characters returning to a similar situation to where they started. A narrator can be a character in a story or someone telling the story from the outside looking in.			
Resources			What do we assess? How do we assess?
<u>Mentor Texts/ Read Alouds</u> • List of mentor texts for traditional literature and myths • Traditional Literature available on Epic! • Myths available on Epic! • Scholastic Myths and Legends • List of historical fiction texts • Historical fiction - for all ages • List of mystery books • Circle Story Mentor Texts • Mentor Texts for Character Traits here <u>Teacher Resources</u> • What is Traditional Literature - Blog Post • What is a myth? • Teaching historical fiction • Teaching realistic fiction • Story structures - circle stories • Circle Stories Writing with Results PDF • The Writing Strategies Book - Jennifer Serravallo • The Reading Strategies Book 2.0 - Jennifer Serravallo • Fiction Text Structure			Grade Three - Text Forms - Year Long Grade Three - Text Forms - ALL Grade Three - Text Forms - Identify Genre, Structure, Elements of Text)

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Videos • Greek Mythology for Kids What is mythology? Learn all about Greek mythology • Genres of Fiction: Historical Fiction • Realistic Fiction Writing for Kids Episode 1: What Is It? • Genres of Fiction: Mystery	
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OI: Text Forms and Structures: Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.				
Understanding: Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Non-fiction texts include • biographies • content-area texts • interactions with people • land Content-area texts refer to texts from subjects such as science, social studies, and fine arts. Non-fiction texts can have structures that include • main idea or topic • supporting details • linear or cyclical sequencing • compare and contrast	Compare and contrast ways that non-fiction texts can be organized. Investigate linear and cyclical sequencing in a variety of nonfiction texts.	Biographies: an account of someone's life, written by someone else. Content-area texts: refer to texts from subjects such as science, social studies, and fine arts. Linear sequencing: when events/information are told in order (may use words like first, second, then, last) Cyclical Sequencing: events/information are organized in a cycle such as animal life cycles	Teach students the different forms of nonfiction texts. Have book bins in your classroom that might contain different forms. For example: a book bin filled with biographies; another filled with books about spiders; another filled with nonfictions texts about the Inuit. • Pick a curriculum appropriate text and review the structures within it. ○ main idea or topic ○ supporting details ○ linear or cyclical sequencing ○ compare and contrast • Examples of text: ○ Textbooks (ex. Social studies) ○ Books about Social/Science (ex. Rocks and minerals, life cycles, Canada, etc.) ○ Newspapers ○ Podcasts (https://www.kidnuz.org/) ○ Biography (ex. Sports icons, historic icons, artists, etc.)	
Resources				What do we assess? How do we assess?
Mentor Texts/Read Aloud • Who Was/Who Is series • Meet... series (Scholastic)				Grade Three - Text Forms - Year Long Grade Three - Text Forms - ALL Grade Three - Text Forms - (Compare and Contrast Texts)

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- Meet Terry Fox by Elizabeth MacLeod, Terry Fox: A Story of Hope by Maxine Trottier, https://terryfox.org/terrys-story/ - National Geographic readers - Ordinary People Change the World (scholastic biography series) - Jane Goodall's Animal Series - The Sharing Circle by David Bouchard - Who Would Win series (compare and contrast) - List of Mentor Texts for Non-fiction Text Structure Videos What is a Biography? Finding the Main Idea in Nonfiction The 5 Types of Text Structure Storytime with Brad Meltzer 🦋 I am Amelia Earhart NEW Read-Along	
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OI: Text Forms and Structures: Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.

Understanding: Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language). Poetic structures include - haiku - limerick 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. A limerick is a poem that consists of five lines with a rhyme scheme of	Investigate words or phrases applied creatively in poetry. Examine poetic structures that contribute to creative expression of ideas. Experiment with creating haikus and limericks.	Poetic structures- form, rhythm, rhyming scheme, Haiku- A haiku consists of three lines of poetry. The first line must have five syllables, the second line seven, and the third line five again. Haikus traditionally do not rhyme. Limerick- a humorous 5 verse poem. Verse of three long and two short lines rhyming <i>aabba</i>, popularized by Edward Lear.	Expose students to a variety of poetry - Limericks - Acrostic poems - Shape poems - Haikus - Alliteration Poetry - Etc. - Expose students by introducing a poem a week. - Students read it - Cut it apart and recreate it - Read it to a partner - Perform it - Compare it to the poem from 'last week' - Write their own - Analyze the Elements of Poetry Teachers show students a number of different limericks. Have students discuss with students what they are noticing in limericks. - They all have five lines - They have rhyme

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AABBA.			- There is a pattern to the rhyme. - Analyze the Forms of Poetry - What is the difference between a limerick and Haiku? Is there anything that is the same. - Haiku & Limericks - compare and contrast
Resources			What do we assess? How do we assess?
Mentor Text - Student mentor poems PDF - Tanka Tanka Skunk (syllables for Haiku poems) by Steve Webb - Anything from Shel Silverstein - Daniel Finds a Poem by Micha Archer - All The Wild Wonders by Wendy Cooling - Honey, I Love by Eloise Greenfield - Hi, Koo! by Jon Muth - anything by Douglas Florian - Little Dog Poems by Kristine George - The Great Frog Race by Kristine George - Street Music: City Poems (imagery) by Arnold Adoff Teacher Resources - Poetry is Magic- unit plan for poetry website - Poetry Matters by Ralph Fletcher (book) - Craft lessons by Ralph Fletcher and Joann Portalupi (book) - A Writing Kind of Day - Poems for young Poets by Ralph Fletcher (book) - Poetry Foundation website - The Writing Strategies Book Jennifer Serravallo Videos Sara Cynthia Sylvia Stout!(narrated by Shel Silverstein) Spoiled Brat(narrated by Shel Silverstein) Limerick Poems for Kids Classroom Poetry Video HAI & KU - What is a Haiku? #haiku #HAlandKU A Cat Named Haiku Animated Short			Grade Three - Text Forms - Year Long Grade Three - Text Forms - ALL Grade Three - Text Forms - (Investigate Poetry)

Organizing Idea: Oral Language

Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.			
Guiding Question: In what ways can listening and speaking be enhanced to improve oral communication?			
Learning Outcome: Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.			
Understanding: Oral tradition is listening and speaking to pass information from generation to generation.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
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 • ancestors • grandparents • parents or guardians • children • kin Traditional knowledge shared through oral traditions can vary • in form or delivery • build community • serve as a guide for living and learning	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.	Oral Traditions: cultural knowledge and information that has been passed down through speech Ancestors: a person, typically one more remote than a grandparent, from whom one is descended.	What are oral traditions? Teach students about oral traditions. Bring in Community elders to help with the oral traditions. • Included in teaching oral traditions, ask: • Community elders to come in and share • Have students share their personal experiences • Teachers share their own stories • Etc. • Discuss how oral stories show respect for traditional shared knowledge. • Teach students to have a chronological awareness • Do oral stories still make sense if they are told without chronological order? Throughout the year and while teaching Oral KUSPs, have students share stories from their families. Students can also share with a partner and have the partner summarize the story to the class. Students can also share their oral tradition with the class and have the class summarize/retell the oral tradition shared.
Resources			What do we assess? How do we assess?
Mentor Text/ Read Aloud • Dene People Turtle Island Oral Tradition video • Metis History video • How Oral Traditions connect others to the land video • Ticket Around the World (on Epic or GoodReads) • Magic Words- From the Ancient Oral Tradition from the Inuit Translated by Edward Field • The Song Within my Heart by David Bouchard			Formative: • Are students able to share a personal story orally (ex. retell an event from their weekend) Grade Three- Oral Language - Year Long Grade Three - Oral Language - ALL Grade Three - Oral Language - (Oral Traditions and Cultural Knowledge)

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Teacher Resources

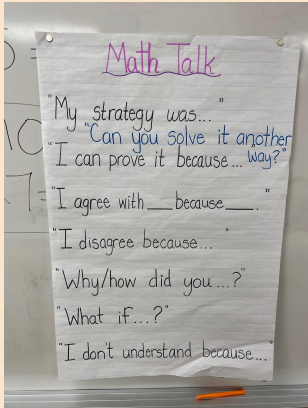
- [Walking Together](#)
- [Active Lessons](#)
- [The Learning Circle](#)

Videos

- [An Ojibway Story of Creation - Pic River First Nation](#)
- https://www.learnalberta.ca/content/aswt/oral_tradition/#respecting-wisdom-unca

Ol: Oral Language: Learning Outcome: Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.

Understanding: Listening and speaking can enhance the exchange of ideas, information, or opinions.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Dialogue is an exchange of ideas, information, or opinions. Effective dialogue includes • listening • staying on topic • asking questions • contributing Speaking involves grouping and separating words through phrasing and pausing. Pauses can be used to support meaning or create emphasis. Speaking can be supported through • relaxation • breathing • posture	Engage in dialogue to express and understand messages. Examine the effectiveness of dialogue in learning and social interactions. Identify where phrasing and pausing can support understanding or create effects. Support speech through relaxation, breathing, or posture. Consider the contributions of others when exchanging ideas or opinions	Dialogue: is an exchange of ideas, information, or opinions. Posture: is the way you position your body when speaking.	Teach students about effective dialogue. Have a student volunteer with you and act out what good listening looks like and then discuss what it feels like as someone who is participating in effective dialogue. Anchor charts can be made to help students refer to. Do the same above with students for listening, speaking. • Author's Chair • Turn and Talk • Number Talks  *Rebecca Ledger's Chart shared with permission* Model with students the following • Listening skills ◦ Full body listening • Taking Turns • Responding to peers

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			• Effective Dialogue • Focus • Who goes first? ◦ Teaching the students strategies on how they can decide what partner goes first.
Resources			What do we assess? How do we assess?
Mentor Text/ Read Aloud • My Mouth is a Volcano by Julia Cook • Elephant and Piggie books by Mo Willems Teacher Resource • Book: The Reading Strategies Book 2.0 by Jennifer Serravallo • https://www.rcaanc-cirnac.gc.ca/eng/1316530294102/1535458624988 • https://www.edutopia.org/sites/default/files/2019-11/Talk_Moves_2_UP.pdf • https://www.weareteachers.com/what-is-a-book-talk/			Grade Three - Oral Language - Year Long Grade Three - Oral Language - ALL Grade Three - Oral Language - (Speech and Dialogue)

OI: Oral Language: Learning Outcome: Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.			
Understanding: Listening can enhance interactions and learning.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Listening strategies include • identifying purpose • asking relevant questions • seeking clarification • responding appropriately Texts that are listened to can build • connections • interest • vocabulary • background knowledge • curiosity • engagement • motivation	Use a variety of listening strategies to enhance interactions and learning.	Active Listening: practice of preparing to listen, observing verbal and nonverbal messages being sent and providing feedback to show attentiveness and understanding Background Knowledge: the knowledge students have in their schema that pertains to the subject	In the previous understanding we are teaching students to be effective speakers and listeners. Build on this by: • Practicing skills • Using sentence stems • Using dice/balls with questions/stems. E.g. That made me thinking of As students become effective listeners, discuss how students become more aware of connections, interest, vocabulary, etc (see list in Knowledge column). • Book share/Book Talks • Classroom discussions ◦ “I wonder” prompt • Turn and Talk • PATHS Kid of the Day • KidNuz • Teaching specific listening strategies (see below) • Listen with Your Whole Body, Listen and Respond, Say Back What You Heard, Determining the Importance in Another's Idea Pre Discussions before listening to the text should include: → connections students have to the text

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			→ interest in subject → background knowledge → curiosity of subject- what do you want to know? → why are we listening to this text? → subject specific vocabulary that is used Post Discussions after listening to the text should include: → connections students had to the text → any vocabulary clarification → engagement while listening to the text → how can we apply this information?
Resources			What do we assess? How do we assess?
<u>Mentor Text/ Read Aloud</u> • Strega Nona by Tomie dePaola • Quiet Please! by Owen McPhee • That is Not a Good Idea! by Mo Willems • Wordy Birdy by Tammi Sauer • The Rabbit Listened by Cori Doerrfeld • I Have a Little Problem, Said the Bear by Heinz Janisch • Howard B. Wigglebottom Learns to Listen by Howard Binkow • Interrupting Chicken by David Ezra Stein <u>Teacher Resource</u> • Book: Writing Strategies Book by Jennifer Serravallo • Book: Reading Strategies Book 2.0 by Jennifer Serravallo <u>Videos</u> • Active Listening Strategies • Epic- audio books • Podcasts- Catholic Sprouts, Hallow, KidNuz • Books on Youtube • Vooks • Storyline Online • Ted Ed talks			Grade Three - Oral Language - Year Long Grade Three - Oral Language - ALL Grade Three - Oral Language - (Listening Strategies)

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OI: Oral Language: Learning Outcome: Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.				
Understanding: Communication can be supported by integrating verbal and non-verbal language.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
A combination of verbal and nonverbal language can be used to communicate ideas, information, and feelings. Effective communication considers - voice quality and audibility - articulation and clarity	Combine verbal and non-verbal language to enhance communication. Adjust voice quality, audibility, articulation, or clarity to communicate effectively.	Nonverbal Language: nonverbal communication includes expressions, gestures, paralinguistics such as volume and tone of voice, body language, and eye gaze Articulation: speaking clearly and distinctly	Reinforce with students that verbal and nonverbal language is used to communicate ideas, information and feelings. This can be done by highlighting this in the following activities: - Facilitate classroom discussions - Can be based on resources such as Mystery Doug on YouTube, or KidNuz Podcasts, etc. - Book share/book talk - Emotions and how they connect to body language - Zones of regulation - Public speaking skills - volume, eye contact, gestures - Choral speech performance - reciting a poem practiced with the class at an assembly. - How can expression affect communication? (if you are angry, do you whisper?) - Quick Talks (verbally do a quick write rather than writing about a topic talk about it to practice your speaking skills) - Oral Language Games - Such as “Will You Be My Ducky Wucky?”, allows for change in tone, to change communication.	
Resources			What do we assess? How do we assess?	
Teacher Resource Games to practice public speaking Ideas for practicing public speaking Videos Non-Verbal Communication- For the Birds			Grade Three - Oral Language - Year Long Grade Three - Oral Language - ALL Grade Three - Oral Language - Verbal and Nonverbal Language)	

OI: Oral Language: Learning Outcome: Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.			
Understanding: Presentations share stories, ideas, or information with an audience.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Preparation supports effective communication through ● relaxation ● breathing techniques ● focus Presentations can be improvised or prepared. Presentations can be delivered in different ways, including ● oral reports ● readers’ theatre ● dramatizations ● digital stories ● recorded interviews Thoughts and ideas in speech can be grouped together in logical sequences. Effective communication involves consideration of an audience’s ● situation ● thoughts ● feelings ● beliefs Audience participation and behaviour may affect the presenter or other audience members.	Group relevant ideas, events, or information in a logical sequence when presenting. Develop communication skills through individual or group presentations. Present dramatizations of characters and events encountered in texts. Share a poem from memory with some awareness of phrasing and pausing. Compose and share a short speech or oral report. Participate in presentations as a respectful audience member.	Presentation skills: ● public speaking ● tone of voice ● body language ● creativity ● delivery Dramatization Respect	Provide opportunities for students to present. Prior to having students present, be sure to review the anchor charts on good listening and speaking. Teach students about the different ways that they may be able to present to the class. As a class, come up with effective ways and reasons to give presentations. For each of these, create criteria with the class on what a person listening to the presentation may be looking for. Throughout the year, students can refer to the anchor charts as a listening and as a person presenting. ● Oral Report - Show and Tell ○ All About Me Bags at the start of the year ● Announcements - have students make morning announcements about clubs, extracurriculars, etc. ● MC school assembly ● Active Listening in the audience ● Sitting appropriately, facing the speaker, eyes on the presenter, showing respect, being attentive, not interrupting, etc. ● Reader’s Theatre - pausing and phrasing ● Print off scripts from popular fairy tales such as <i>The Three Little Pigs</i> and have students practice reading and acting to present to the audience. ● Poem from memory ● 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 website. ● Poem in Your Pocket: students bring one of their favourite poems to school and keep it on their person all day. They can then ask anyone they pass to read their poem out loud, and then share theirs. ● Dramatizing of books ● Students take their own fractured fairytale they’ve written and present it as a puppet show to the class ● Consider audience ● thoughts ● feelings ● beliefs ● Interview ● Students interview a family member using a series of questions to learn more about their ancestry and family history
Resources			What do we assess? How do we assess?

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<u>Mentor Texts</u> • Where the Sidewalk Ends by Shel Silverstein • Two Voices by Alfred Lord Tennyson • Breath like a Bear by Kira Willey • Reader’s Theatre scripts <u>Teacher Resource</u> • What is Digital Storytelling? • Two Voices Poetry https://www.playfullearning.net/resource/two-voice-poetry/ <u>Videos</u> • A Reading from Siha Tooskin Knows The Love of the Dance Canadian Geographic Education	Grade Three - Oral Language - Year Long Grade Three - Oral Language - ALL Grade Three - Oral Language - (Presentation Skills) When students are presenting, are they making eye contact, speaking clearly, standing firm, etc.
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Organizing Idea: Vocabulary

Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.			
Guiding Question: How can building vocabulary and understanding morphology support language use and comprehension?			
Learning Outcome: Students analyze new words and morphemes to enhance vocabulary.			
Understanding: Vocabulary knowledge can be supported and developed through literacy interactions and experiences.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
The meaning of a word can change when used in a different context. Language involves phrases with literal and figurative meanings that can be used to enhance communication. Figurative language includes • imagery • hyperbole • simile Imagery is when words or phrases describe ideas or things that can be experienced visually. Hyperbole is when words or phrases are used to exaggerate meaning. A simile compares two unlike things using <i>like</i> or <i>as</i>.	Use tier 2 words in a variety of literacy contexts. Develop tier 3 vocabulary through content-area learning. Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary. Integrate knowledge of vocabulary across multiple literacy contexts. Recognize and use figurative language in oral and written communication. Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.	Imagery: is when words or phrases describe ideas or things that can be experienced visually. Hyperbole: is when words or phrases are used to exaggerate meaning. Simile: is a comparison using <i>like</i> or <i>as</i> to compare two unlike things. Tier 2 words: are commonly used within literature, more mature than basic tier 1 words and students are less likely to already know these words (i.e., fortunate, maintain, absurd) Tier 3 words: are specific technical words that are likely related to specific academic content (i.e., isotope, peninsula)	Highlight with students the ‘vocabulary’ that is found and used in the subject that teacher and students are using or viewing in the content. With a read-aloud, the teacher will visit the text in advance and pull vocabulary to emphasize prior to the reading and identify it during the reading. Apply the vocabulary after the reading. For example: if the teacher is reading a book and wants to emphasize similes, those words are pulled and reviewed in advance. Student and teacher then use them in a shared writing. The words are then left in a pocket chart or on the board for students to use in independent writing. The teacher highlights how vocabulary words change in different contexts. For e.g. - dust, flies Other Activities: • Within written text, students use tier 2 words that use -ly suffix to make writing more engaging and interesting to their audience. • Word Work - at an assigned time students can work on their word work, can be whole class or done in small groups with support. • Word of the Day: Examples and descriptions are in the phonics section. • Personal Dictionaries - alphabetical, sound based, morphological lexicon • Students use a word mat or digital word mat to spell out words using phonics concept taught in class ◦ Making words (letter tiles) ◦ Word work mats (UFLI has a free printable resources for create them) ◦ Word Matrix • Read Aloud ◦ Choose text that is engaging, age-appropriate, and contains rich language. ◦ Choose 3-5 tier 2 vocabulary words to teach. ◦ During reading, stop and explain each word, using student-friendly language and elaborating on the meaning through the use of synonyms and/or antonyms. ◦ Teach the morphology of the word.

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			- As the teacher reads a story aloud, they stop on a word that they are excited about and research it with the students to build word consciousness (Word consciousness is an awareness that “involves an appreciation of the power of words, an understanding of why certain words are used instead of others, and knowledge about the differences between spoken and written language” (Graves & Watts-Taffe, 2008) and can be encouraged through teacher enthusiasm and encouraging positive attitudes about words with students). Teachers touch on: - Definition - Picture representation(s) - Synonyms - Antonyms - Using word(s) in sentence(s) - Morphologically related words - Spelling Menu - a choice board to engage students in unique ways with ‘spelling words’, ‘words of the week’, etc. (ex. ABC Order, ALL CAPITALS, Fancy Fonts) - Word Hunt - Word Hunts are used to enhance students’ vocabulary growth. Teachers ask students to look for words and patterns in reading materials based upon selected features. Word Hunts focus on the structure and meaning of words by turning students’ attention to spelling patterns and root words.
Resources			What do we assess? How do we assess?
Mentor Text/ Read Aloud - Dear Deer: A Book of Homophones by Gene Barretta - Chicken Big by Keith Graves (hyperbole) Simile - Crazy Like a Fox; A Simile Story by Loreen Leedy - Quick As a Cricket by Audrey Wood Imagery - The Southwest Sunrise Surprise by Molly Covington - Magnificent Homespun Brown: A Celebration by Samara Cole Doyon - The Nest that Wren Built by Randi Sonenshine - A Gift for Amma: Market Day in India by Meera Sriram (cross curricular to Social) - Fry Bread: A Native American Family Story by Kevin Noble Maillard - Goodbye Autumn, Hello Winter by Kenard Pak Word Games Scattergories - Balderdash - Pictionary - Charades - Boggle Wordo Digital Games - Pancake Panic- Homophone game - Opposite Words Game			Vocabulary - ALL Understandings Rubric Year-Long Vocabulary Rubric Vocabulary - Understanding 1 Rubric

Grade 3 ELAL Curriculum Planning & Assessment Resource

• ABCya synonym/antonym game Teacher Resources • Three Tiers of Vocabulary - New Learn Alberta • Book: The Cafe Book by Gail Boushey • Ask Someone to Define a Word for You strategy • Book: Craft Lessons Teaching Writing K-8 by Ralph Fletcher • Book: Poetry Matters Ralph Fletcher • Book: The Vocabulary Book by Michael F. Graves • Book: Bringing Words to Life by Beck, McKeown, and Kucan • Book: For the Love of Words: Fostering Word Consciousness in Young Readers by Michael F. Graves and Susan Watts-Taffe • Figurative Language Poster Examples Videos • Synonyms and Antonyms Lesson • By Bye Buy - Homophone Word Song Songs For Kids Sing Along GoNoodle • Word Off/ Blazer Fresh • Homophones for Kids List of Homophones • Homographs May 22 • Hyperbole Powtoon • Similes English For Kids Mind Blooming	
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OI: Vocabulary: Learning Outcome: Students analyze new words and morphemes to enhance vocabulary.			
Understanding: The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars

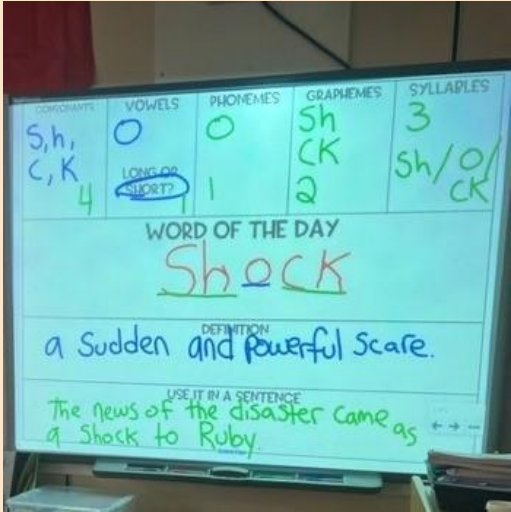
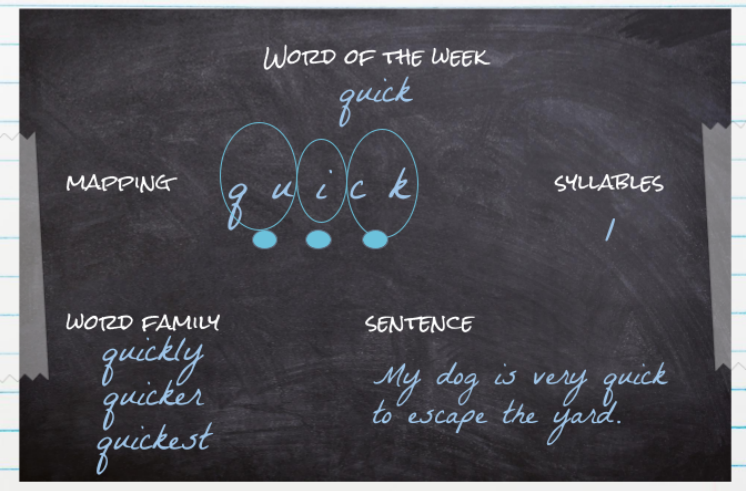
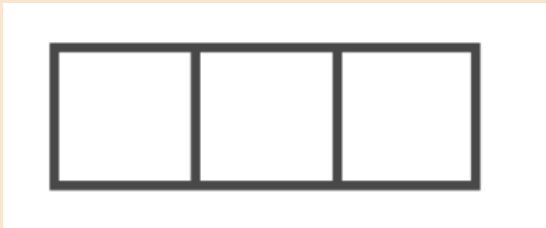
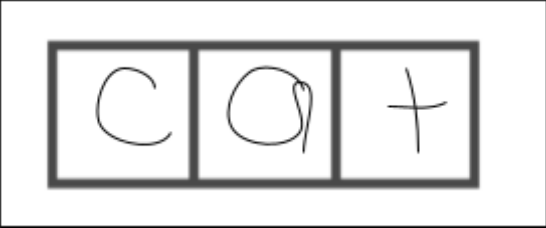
Grade 3 ELAL Curriculum Planning & Assessment Resource

Morphemes include - bases - affixes A base is a word or word part that has meaning and to which an affix can be added. 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. Prefixes, including <re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, and <super>, are morphemes that change the meaning of words when added to the beginning of a base. Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the ending of a base. Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the ending of a base.	Analyze bases and affixes for meaning. Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order. Recognize and use suffixes to name a person that does something. Analyze frequently used compound words and their meanings. Distinguish syllables in words.	Morphology: the study of words and their parts Morpheme: The smallest unit of meaning in language; includes prefixes, suffixes and roots. A base is a word or word part that has meaning and to which an affix can be added. 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. Prefixes: are morphemes that change the meaning of words when added to the beginning of a base. Suffixes: are morphemes that change the meaning of words when added to the ending of a base Syllables: are a single, unbroken vowel sound within a spoken word.	Teach students what morphology is. Explicitly teach students what a morpheme is and how to identify them by using some of the suggestions below: Teach students that a morpheme is a base word or word part that has meaning and to which an affix can be added. - Start with words that are more frequent in student reading and writing. Select familiar roots, prefixes, suffixes that commonly appear in everyday life. - E.g. prefix “un” - meaning ‘not’ - Unlock, uncover, unsafe - Choose words that are concrete. Students can create a mental image of these words. - Raining - rain - ing - Hopeless - hope - less - Make an Affix Word: - Discuss the meaning of ‘ist’ (person who). Give an example: pianist. Students make the word: guitarist. From there, break the word by syllable and then by affix. - This is an example of how word parts can be taught; by using a matrix.  - Use the Online Entomology Dictionary (see resource list below) with students on a regular basis to demonstrate Entomology and the history of words and their meaning (un means not = unable means not able) - Create and explain word sums un + able = unable - Use Affix charts -breaks apart prefixes/base/suffixes - Provide students many opportunities to make and break words highlighting where the base and where the affix is. Use magnetic letters or letter cards to do this. e.g. dis-like, un-engag - ed - Give students the following magnetic letters: a b e(2) h l r s(2) t - Discuss the meaning of “less”. Have students make the word ‘breathless’. Break te word by syllable and then by affix. - Once students make and break words provide opportunities for students to write them, using them in sentences.
Resources			What do we assess? How do we assess?

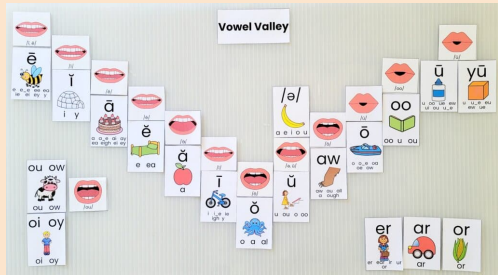
Grade 3 ELAL Curriculum Planning & Assessment Resource

<u>Mentor Text/ Read Aloud</u> • Prefixes and Suffixes (Epic!) • The Word Wizard's Book of Prefixes and Suffixes (Epic!) • Ish - By Peter H. Reynolds (book) <u>Teacher Resources</u> • Book: The Reading Strategies Book2.0 by Jennifer Serravallo • Games and activities for teaching adverbs • Spelling and Phonics Through Phoneme/Grapheme Mapping by Kathryn Grace • University of Florida Literacy Institute (UFLI) Foundations • Book: The Phonics Companion by George Georgiou and Kristy Dunn (Pearson) • Resource/Book: Morpheme Magic by Deb Glaser • Structured Word Inquiry - Peter Bower • On Line Etymology Dictionary • Red Hot Root Words: Mastering Vocabulary with Prefixes, Suffixes and Root Words by Dianne Drazе (book) • Prefixsuffix.com • http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf • The Next Step Forward in Word Study and Phonics by Jan Richardson <u>Digital Games</u> • Syllables ABCya! Game <u>Videos</u> • "Prefix or Suffix?" by The Bazillions • Clap It Out - Learn Syllables Songs For Kids Dance Along GoNoodle • Silly Bull Syllables Learn Syllable Division • Syllable Smash Silly Bull Song • Learning Words Have You Heard About Compound Words Phonics Kid's Songs Jack Hartmann	Grade Three - Vocabulary - Year Long Grade Three - Vocabulary - ALL Grade Three - Vocabulary - (Analyze suffixes, bases, compound words and syllables)
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Organizing Idea: Phonics

Organizing Idea: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.			
Guiding Question: How does phonics support foundational literacy development?			
Learning Outcome: Students investigate how phonics connects to word formation and supports the processes of reading and writing.			
Understanding: Phonics supports the reading and writing of texts.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Consonant clusters blend two or three consonant sounds. Consonant clusters appear at the beginning and ending of words. 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>). Some consonant letters represent no sound (e.g., <i>know</i>, <i>write</i>). Chunking is a phonetic strategy used to decode that breaks large words into small parts. Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.	Recognize consonant clusters at the beginning and ending of a word. Recognize and apply less frequent consonant digraphs. Recognize and apply consonant letters that represent no sounds. 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.	Chunking: breaking large words into smaller parts When reading words in context, a student identifies a word by breaking it into parts, or syllables, such as in–for–ma–tion, associating sounds with each part, and blending the sounds into the word—information Consonant cluster (blend): 2-4 consonant sounds in a row (ex. <i>st</i>, <i>str</i>, <i>sp</i>, <i>spr</i>) Consonant digraph: 2 consonant letters that make a single sound (ex. <i>wh</i>, <i>ch</i>, <i>th</i>, <i>ph</i>, <i>gh</i>, <i>sh</i>, <i>ck</i>) Vowel - letters that represent speech sounds where air leaves the mouth without any blockage by the tongue, lips, or throat. (ex. Vowel sounds/short vowels, vowel name/long vowel, vowel teams)	- Students play Canucklegame.ca and use the phonics concepts they've learned to guess the 5 letter word. They then discuss the word as a class. Any phonics program will have a scope and sequence. The following can be adapted to your scope and sequence. Phonics lesson to the word of the day. - Word of the Day -. Teacher will decide what the word of the day will be and “teach” it to the whole class and students will record it on their sheet. As a class you will go through the vowels, consonants, phonemes, graphemes, syllables while also adding a definition and a sentence. Word of the day whiteboard is used so the word and all the parts of the word can be up for the entire day.   - Phoneme/Grapheme Mapping - Using sound boxes (Elkonin boxes), students spell words related to the phoneme/grapheme they are learning, putting one phoneme per box.  

Grade 3 ELAL Curriculum Planning & Assessment Resource

			- Follow a scope and sequence to teach phonic concepts. This may be district based or found within the resource being used. (***)There is no one scope and sequence that is better than the other - however, the research indicates that it is beneficial if phonics is taught in an explicit and sequential manner with opportunities for students to practice the skills they have learned.) - Word ladders - students develop phonics skills by changing words by deleting and adding letters to create new words. - Sound Walls - are a visual teaching tool that is set up according to the articulation of speech sounds, building speech to print connections through visual and auditory anchors (Dahlgren, n.d.).  - Word Work - at an assigned time students can work on their word work, as a whole class or done in small groups with support. - Students use a word mat or digital word mat to spell out words using phonics concept taught in class - Making words (letter tiles) - Word work mats (UFLI has a free printable resources to create them) - Students go on a Phonetic Hunt to find words that match their phoneme and then have a discussion about where the grapheme is placed in the words and the meaning of the words. - Students use a sound dictionary to add words that use the phonetic sound they have learned about. Spelling By Sound
Resources			What do we assess? How do we assess?
- ARPDC New Curriculum Resources - Supplementing Phonics Instruction Mentor Texts/Read Aloud - Silent Letters Loud and Clear By Ryan Pulver - Preread books that are used in class to pull out silent letters, consonant digraphs/clusters and multisyllable words Teacher Resources - Chunking for Teachers - Resource: Words Their Way (Pearson) - Resource: Secret Stories - University of Florida Literacy Institute (UFLI) - The Phonics Companion, by Georgiou & Dunn (Pearson) - Word of the day Digital Template for teaching purposes. - Spelling and Phonics Through Phoneme/Grapheme Mapping by Kathryn Grace Videos - Consonant Swag - Learn Grammar Songs For Kids Sing Along GoNoodle			Grade Three - Phonics - ALL Grade Three - Phonics - Year Long UFLI Made Assessments Words Their Way - Spelling Screener

Grade 3 ELAL Curriculum Planning & Assessment Resource

• Chunk It v.1 Fun Phonics Song for Kids Chunking Reading Strategies Jack Hartmann • Multisyllabic Words: 3-Chunk • Silent Letters for Kids Reading & Pronunciation Kids Academy • The Vowel Song: Long and Short Vowel Sounds	
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Grade 3 ELAL Curriculum Planning & Assessment Resource

Organizing Idea: Fluency

Organizing Idea: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.				
Guiding Question: In what ways does fluency improve comprehension?				
Learning Outcome: Students apply fluency strategies and develop reading comprehension.				
Understanding: Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Fluency develops over time with practice. Fluent reading includes • Accuracy • automaticity in word recognition • prosody (stress, expression, intonation, and pausing) in oral text reading	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 and expression.	Accuracy: reading the words in the text correctly Automaticity: the fast, effortless word recognition that comes from reading experience Prosody: using stress, expression, intonation and pausing	Teach students the importance of fluency and have a student demonstrate what fluency sounds like. Talk about the the following words: prosody, automaticity and accuracy means. Practice fluency by implementing the following: • Record yourself reading and listen to it back (the recording) • Repeated readings of a text - no more than 5 times • Read to a partner, peer suggestions - 1 star and 1 wish • Reading with expression	
Resources				What do we assess? How do we assess?
<u>Mentor Texts/Read Aloud</u> • Where the Sidewalk Ends by Shel Silverstein • Elephant and Piggie by Mo Willems (great for partner reading) • Any mentor text/ read aloud <u>Teacher Resources</u> • The Reading Strategies Book 2.0 by Jennifer Serravallo ◦ Goal 4 Teaching Fluency: Reading With Phrasing, Intonation and Automaticity • The Mega of Fluency Strategies and Text to Engage All Readers				Grade Three - Fluency - Year Long Grade Three - Fluency - ALL Grade Three - Fluency - (Reading automaticity, fluency and expression)

Grade 3 ELAL Curriculum Planning & Assessment Resource



- [Ways to Increase Fluency](#)
- [Reading Fluency Activities](#)

Videos

[Don't Read Like a Robot - Learn To Read With Blazer Fresh | Songs For Kids | Sing Along | GoNoodle](#)

OI: Fluency: Learning Outcome: Students apply fluency strategies and develop reading comprehension.			
Understanding: Fluent recognition of high frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.	Read the 300 high-frequency words learned in grade 1 and 2 fluently in continuous text.	High-frequency words: words that appear most frequently in printed materials	What is comprehension? Teach students that reading is about gathering meaning from the text. Have students learn the different ways we grasp the meaning from words, phrases, sentences and longer forms of texts. Teach students the importance of building vocabulary for understanding • Familiarity with sight words • Sight word games/stations ◦ Spin & Read ◦ Roll & Read & Write ◦ Sight word BINGO ◦ Jenga - read words on pieces ◦ Popsicle Sticks - Kaboom ◦ Word Searches with sight words ◦ Sight word snakes and ladders • Read words in decodable and leveled texts • Read words in isolation. • Write a selected group of words in close sentences. • Write words in sentences. • Write words in sound boxes identifying any irregular parts with a heart. • Match word with its definition • Group irregular words with similar spelling together e.g. his, as, has, is

Grade 3 ELAL Curriculum Planning & Assessment Resource

Resources	What do we assess? How do we assess?
<u>Mentor Texts/Read Aloud</u> - Any mentor text/ read aloud <u>Teacher Resources</u> *New Learn Alberta Word Lists Grade 1 Grade 2 Grade 3 <u>Videos (teacher resource)</u> DIY Literacy: KABOOM! Sight Word Game (LIBRARY MAKE) Sight Word Freeze Dance // sight word activities for kids 3 Fun Games for Practicing Sight Words Second Grade Sight Words Dolch List Video	Grade Three - Fluency - Year Long Grade Three - Fluency - ALL Grade Three - Fluency - (High Frequency Words)

Organizing Idea: Comprehension

Organizing Idea: Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.			
Guiding Question: How can the development of skills and strategies support comprehension of text?			
Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.			
Understanding: Critical thinking can be applied to comprehend texts that vary in length or complexity.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
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.	Connections: relationships between students and the texts they're reading Main Character: a character central to the plot or problem in a story. Narrator: a character in the story or someone telling the story from the outside looking in. Setting: when and where a story takes place Plot: order of events in the story Circular Plot: a plot sequenced to end with characters returning to a similar situation to where they started	This understanding focuses on the importance of students becoming 'wide' readers and building on their ability to comprehend increasingly complex texts. Students need to be reading daily. - Students can complete a <i>Book Review</i> to demonstrate understanding of a variety of texts. Book Report Template - Students complete a poster or slideshow to "sell" a book, encouraging others to read it. - Students create a new book cover of their favourite novel. Book Cover Template - Students create a diorama to show character, setting, summary of plot, favorite event, etc. - After independently reading a story, students have a discussion with a partner, retelling and describing characters, events, settings, and favourite parts. - After independently reading a story, students roll comprehension dice and answer the questions. Critical Thinking Response Cards
Resources			What do we assess? How do we assess?
Independent Readings - The BFG - Roald Dahl - The Wild Robot - Peter Brown - The Lion, Witch & the Wardrobe - C. S. Lewis - The One & Only Ivan - Katherine Applegate - The Mouse & the Motorcycle - Beverly Cleary Teacher Resources ReadingRockets.org - Comprehension Strategies - Book: The CAFE Book by Gail Boushey and Joan Moser TheDailyCAFE.com			Grade Three - Comprehension - Year Long Grade Three - Comprehension - ALL Grade Three - Comprehension - (Demonstrate Comprehension)

Grade 3 ELAL Curriculum Planning & Assessment Resource

- Book: The Reading Strategies Book 2.0 by Jennifer Serravallo

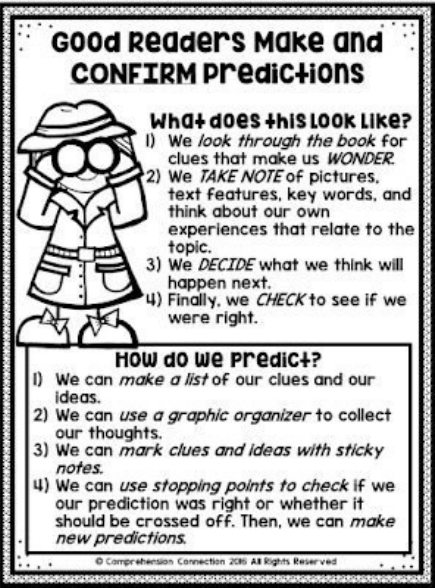
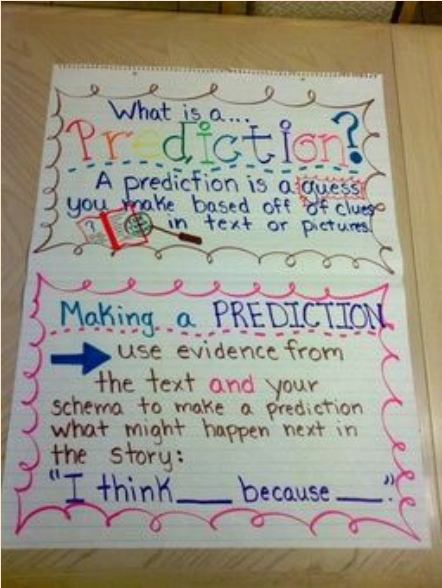
OI: Comprehension: Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.			
Understanding: Comprehension involves connecting relevant background knowledge and experiences with new information in text.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Connections can be made prior to, during, or after reading a text. Connections can be made between texts and ideas that relate to past, present, or future world events (text to world).	Make connections between a text and personal feelings, experiences, or background knowledge. Make connections between various aspects within or between texts. Make connections between texts and ideas that relate to past, present, or future world events.	Connections: relationships between students and the texts they're reading Main Character: a character central to the plot or problem in a story. Narrator: a character in the story or someone telling the story from the outside looking in. Setting: when and where a story takes place Plot: order of events in the story Circular Plot: a plot sequenced to end with characters returning to a similar situation to where they started Genre: a category of text based on particular style, form, or content.	Teach students how to make connections to self, to other texts, and to the world. - Students can develop a Readers Response - connecting the text to personal experience, other texts or the world around them (text-to-self, text-to-text, text-to-world) - i.e. Visit a local firehall before reading book(s) about firefighters (i.e. A Day in the Life of a Firefighter - Diana Herwick; The Fire Station - Robert Munsch) - After reading or listening to a text, compare characters, settings, events, genres from the text being analyzed to the characters, settings, events and genres from another book/story. - After reading or listening to a book from the past, present or future, identify the parts or elements of the book that show what time period they are from. (A book about pioneers would be from the past because they had no electricity and used horses for transportation - i.e. <i>Little House on the Prairie</i> by Laura Ingalls Wilder) - 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. - Students go to the library and sign out books that they make connections to based on the title and/or cover.
Resources			What do we assess? How do we assess?
Mentor Texts Text to Self - Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst - Giraffes Can't Dance by Giles Andreae - Saturday by Oge Mora - You Are Special by Max Lucado Text to Text - The Dark by Lemony Snicket and The Darkest Dark by Chris Hadfield (someone afraid of the dark) - The Relatives Came by Cynthia Rylant and When Lightning Comes in a Jar by Ernest L. Polacco (family reunions and the fun that family can have together) - Crow Boy by Taro Vashima and The Name Jar by Yangsook Choi (kids from a different country coming into a new school) Text to World - Out by Angela May George and Owen Swan - Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson			Grade Three - Comprehension - Year Long Grade Three - Comprehension - ALL Grade Three - Comprehension - (Make Connections)

Grade 3 ELAL Curriculum Planning & Assessment Resource

- The Great Kapok Tree by Lynne Cherry Teacher Resources - Book: The Reading Strategies Book 2.0 by Jennifer Serravallo Videos Making Text Connections : Reading Strategies Making Text to Self Connections (Kindergarten and First Grade) Making Text to World Connections (Kindergarten and First Grade)	
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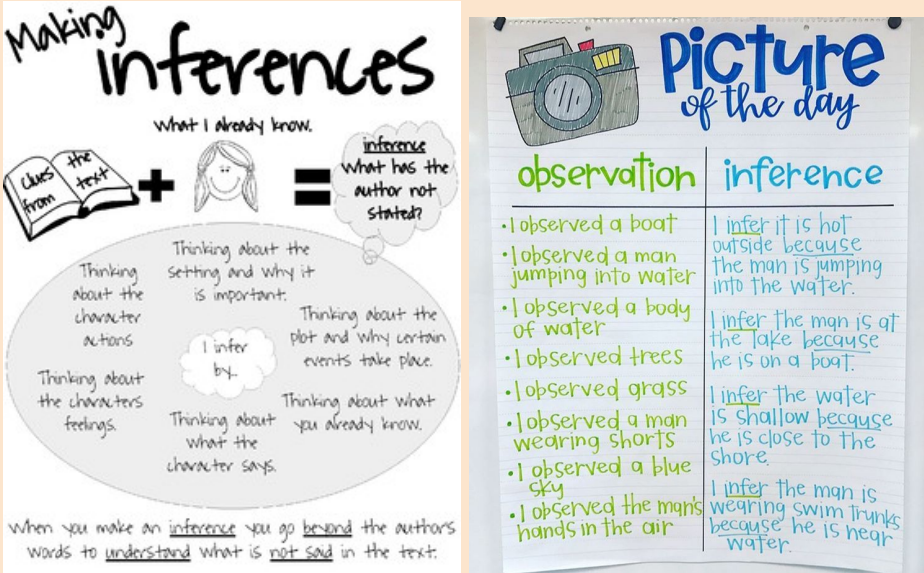
OI: Comprehension: Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.

Understanding: Comprehension involves predicting outcomes or events that reflect clues from texts.

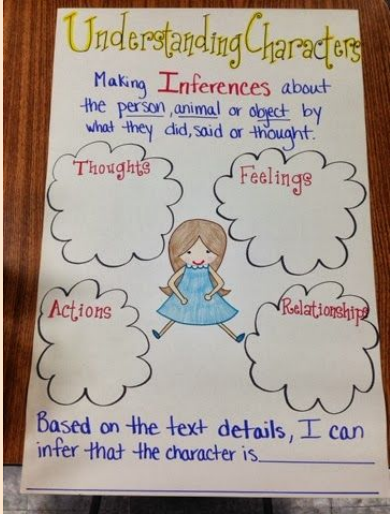
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Predictions can be made by combining information from texts with - background knowledge - personal experience - anticipation of logical outcomes or events	Make predictions using background knowledge and information within a text. Identify information from texts that supports predictions. Modify predictions based on new or additional information. Reflect on predictions to confirm or change understandings.	Prediction: a guess about what will happen based on information already known or read.	Teach students what predictions are and how to make predictions. - Prior to reading a text/book, read the title, look at the illustrations, take a picture walk and make a prediction about what the book will be about.  - After reading the text/book, modify predictions based on new information - Reflect on predictions

Grade 3 ELAL Curriculum Planning & Assessment Resource

			Making Predictions (Reflection Sheet) While doing an author study of Peter Brown, students make predictions about what Roz might do in a new Wild Robot Escapes book based on what has happened in The Wild Robot.
Resources			What do we assess? How do we assess?
<u>Mentor Texts</u> - An Extraordinary Egg by Leo Lionni - The Graves Family by Patricia Polacco - If you Give a Mouse a Cookie by Laura Numeroff - Miss Nelson is Missing by James Marshall - No Jumping on the Bed by Tedd Arnold - Ruby the Copycat by Peggy Rathman - A Quiet Place by Douglas Wood - Stephanie's Ponytail by Robert Munsch - Those Darn Squirrels by Adam Rubin <u>Teacher Resources</u> List of Ideas and Mentor Texts Blog Post - Making Purposeful Predictions Blog Post - Making Predictions Grade 1 (these are great strategies that could be modified to fit grade 3) - Book: The Reading Strategies Book 2.0 by Jennifer Serravallo <u>Videos</u> What is going to happen?(variety of short video clips that allow students to practice making predictions) Making Prediction Short Films			Grade Three - Comprehension - Year Long Grade Three - Comprehension - All Grade Three - Comprehension - (Make Predictions)

OI: Comprehension: Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.			
Understanding: Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Inferencing involves drawing conclusions based on known facts or evidence. Inference can involve - making connections - questioning - predicting - visualizing	Make inferences by combining background knowledge with information that is not explicitly stated within a text. Identify connections between the actions, feelings. Or motives of a character and evidence in text.	Inference: a conclusion reached based on evidence and reasoning	Teach students what an inference is by reading examples of text that students can infer as a whole class. E.g. “The kite was assembled and ready to go. Johnny looked outside and it was raining. He began to cry.” - Why do you think Johnny was crying? Teach students how to infer while reading. Practice using small pieces of text where students will have to infer based on, for example, how the character is feeling by the facial expressions described. (make cross curricular connections to Science) - Observation Vs. Inference  - Inferences and Characters

Grade 3 ELAL Curriculum Planning & Assessment Resource

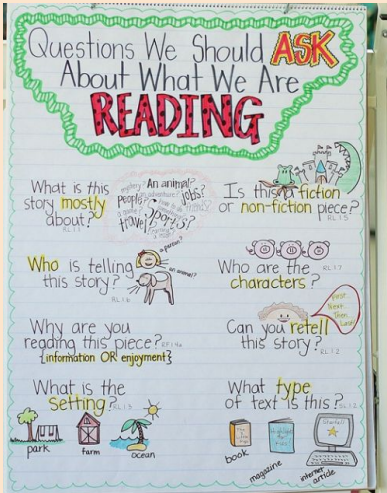
			
Resources			What do we assess? How do we assess?
Mentor Texts • I Want My Hat Back - Jon Klassen • This is Not My Hat - Jon Klassen • Crickwing By Janell Cannon • Dragons Love Tacos by Adam Rubin • Enemy Pie by Derek Munson • Miss Nelson is Missing by James Marshall • Skippyjon Jones by Judy Schachner Teacher Resources • Improving Inferencing Skills • Activities for making inferences • Reading Rockets - Inferences • Book: The Reading Strategies Book2.0 by Jennifer Serravallo Videos • Inferences Making Inferences Award Winning Inferences Teaching Video What is an inference? • Making Inferences using a visual short story! • Pigeon Impossible Inferencing Lesson • Brain Pop-Making Inferences			Grade Three - Comprehension - Year Long Grade Three - Comprehension - ALL Grade Three - Comprehension - (Inferences)

Grade 3 ELAL Curriculum Planning & Assessment Resource

OI: Comprehension: Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.			
Understanding: Comprehension is enhanced when information is summarized.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Summarizing information involves - determining key ideas and specific details - logically ordering ideas writing ideas in own words	Determine the most important information in a text. Order significant information from a text in a logical sequence. Share important information from a text in a logical order using own words.	Summarization: give a brief statement of what the main theme of a passage Key Idea: What the book is about, usually summed up in 1 sentence Main Character: a character central to the plot or problem in a story. Narrator: a character in the story or someone telling the story from the outside looking in. Setting: when and where a story takes place Plot: order of events in the story Circular Plot: a plot sequenced to end with characters returning to a similar situation to where they started	Teach students what summarizing is. - Students work to summarize the plot, the main ideas, the characters, etc. Reading Response Summary - Students use graphic organizers to sequence information from a text. First, Then, Next, Finally - Somebody, Wanted, But, So, Then - Students can create a video to summarize information learned. E.g. Students film a video sharing three facts they learned about Peru in Social Studies) Flip - Video Maker - Mystery Bags - Teacher or student places items in a bag, such as dental floss, a toothbrush and toothpaste. Students explain what all three items have in common. - Guess Who- Students will guess who the classmate is based on clues given. \$2.00 summary (each word is worth 10 cents) - Students summarize a given story or book they have read independently. Using math concepts, each word is worth 10 cents. They are given \$2.00 (play money) to complete their summary to spend in the classroom store.
Resources			What do we assess? How do we assess?
Mentor Texts - The Important Book by Margaret Wise Brown - Our Tree Named Steve by Alan Zweibel - Oliver Button is a Sissy by Tomie dePaola - Harry the Dirty Dog by Gene Zion - A Bad Case of Stripes by David Shannon - The Recess Queen by Alexis O'Neill - Dragons Love Tacos by Adam Rubin - Ada Twist, Scientist by Andrea Beaty - After the Fall by Dan Santat - The Bad Seed by Jory John - Click Clack Moo- Cows that Type by Doreen Cronin - The Day the Crayons Quit by Drew Daywalt - The Dot by Peter H. Reynolds - If You Give a Mouse a Cookie by Laura Numeroff			Grade Three - Comprehension - Year Long Grade Three - Comprehension - ALL Grade Three - Comprehension - (Summarize, Order, Retell of Text)

Grade 3 ELAL Curriculum Planning & Assessment Resource

Teacher Resources • ReadingRockets.org - Summarizing • Teaching Main Idea Resource • Main Idea Wheel • Graphic Organizer Resource Videos • Summarizing stories Reading Khan Academy • Summarizing nonfiction Reading Khan Academy • What is a main idea? Reading Khan Academy	
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OI: Comprehension: Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.			
Understanding: The reading comprehension process involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Self-monitoring skills that can be used when facing challenges in comprehension include • noticing where meaning breaks down • rereading • reading ahead • creating mental or visual images • asking and answering <i>how</i>, <i>why</i>, and <i>what if</i> questions	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective in supporting reading comprehension.	Self-monitoring: involves noticing where meaning breaks down, rereading, reading ahead, creating mental or visual images, asking and answering <i>how</i>, <i>why</i>, and <i>what if</i> questions when students are reading independently.	Teach students to think about what they are reading. Can students monitor when understanding starts to break down? What do they do? • Stop and Jot ○ Reader puts a sticky note on the page where they are finding their comprehension is breaking down - wor where they do not understand what they are reading. ○ A prediction, connection, question, tricky words, something they learned. interesting fact, and new words. • Self-Monitoring question bookmark for students to use when reading without a teacher 

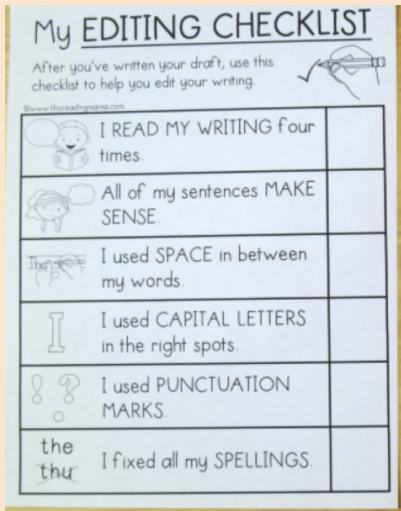
Grade 3 ELAL Curriculum Planning & Assessment Resource

Resources			What do we assess? How do we assess?
			Grade Three - Comprehension - Year Long Grade Three - Comprehension - ALL Grade Three - Comprehension - (Monitor Understanding)

Organizing Idea: Writing

Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.			
Guiding Question: How can writing craft combined with skills and processes contribute to written expression?			
Learning Outcome: Students investigate writing and research processes that support informed written expression			
Understanding: Writing can capture ideas, memories, investigations, and stories.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Writing processes used to organize and share messages can involve • planning • drafting • revising • editing • sharing Planning can include • consideration of audience, purpose, and form • idea generation Methods and tools that can support planning include • graphic organizers • sketching Drafting involves organizing words on paper during the writing process. Interest can be created by varying sentence beginnings. Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.	Create written texts for a variety of audiences and purposes. Create written texts using a variety of forms and structures. Use organizational processes, methods, or tools to support the creation of written texts. Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions. Include a range of sentence beginnings and types to vary and add interest to writing. Sequence sections of writing in a logical order. Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences. Edit writing for spelling, punctuation, and grammar.	Planning: can include consideration of audience, purpose, and form and idea generation Drafting: involves organizing words on paper during the writing process. Revising: includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.	Teachers teach students the writing process. The focus on writing lessons is on the process rather than getting to the final product as quickly as possible. Teachers teach students the importance of taking time to go through the planning, drafting revising, and editing process of writing • Planning ○ Strategize: Selecting a topic is important. For beginning writers the teacher can pick the topic and for more experienced writers, the students can pick their topic if they know how to find an idea that is not too broad. ■ Expert list: students can make a list of things they know they could write something about. ■ Brainstorm about times they felt certain emotions. ○ Graphic organizers ○ Sticky note brainstorming ○ Writers notebook to jot ideas into when they come up. ○ Heart map: in a large heart, students will divide it into sections and fill the sections with ideas that are important to them. ○ Sketching ○ Sequence events/ideas. ○ Write a list of ten best things that as ever happened to them • Drafting ○ Use visual examples/modeling ○ Make sure students are aware to not worry about misspelled words until the editing phase ○ The what, who and why in writing. ○ Describe a scene using 5 senses ○ RAFT - role, audience, form of writing and topic being discussed ○ Paragraph • Revising ○ Word choice, using personal dictionaries, ○ Revising cards ○ ARMS acronym

Grade 3 ELAL Curriculum Planning & Assessment Resource

Writers generally avoid repetitions and run-on sentences. Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph. Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal. Fluent writing sounds like speaking when read aloud. Sharing can involve selecting a variety of text features to enhance written messages.	Read written texts aloud to check for writing fluency. Select a variety of texts to be shared according to their purpose.		 - Editing - Correcting run-on sentences - Identifying spelling errors and correcting them - Adding the correct punctuation - CUPS acronym   - Sharing - Curriculum connection with Oral language - Peer Review or Feedback - formulating questions about written work - Glow and Grow discussions - Author's Chair
Resources			What do we assess? How do we assess?
Teacher Resources - Book: 6+1 Traits of Writing By Ruth Culham The Comprehensive Narrative Writing Guide By Barbara Maricondo and Dea Paoletta Auray			Grade Three - Writing - Year Long Grade Three - Writing - ALL Grade Three - Writing - (Create Written Texts)

Grade 3 ELAL Curriculum Planning & Assessment Resource

- Book: The Writing Strategies Book by Jennifer Serravallo
- Book: Craft Lessons by Ralph Fletcher and Joann Portalupi
- Mentor Author, Mentor Texts by Ralph Fletcher (Heinemann)
- Book: Trait-Based Mini Lessons for Teaching WRiting Grades 2-4 by Megan S. Sloan
- Book: Marvelous Minilessons for Teaching Beginning Writing K-3 by Lori Jamison Rog
- Book: Teaching Writing by Lucy Calkins (or her Units of Study per grade)
- [Writing with Results by Joanne More](#)
- [Writing Process Videos for Different Genres](#)
- Book: Writing Power by Adrienne Gear
- [The Writing Revolution book, Judith C. Hochman and Natalie Wexler](#)
 - [Redwood Literacy Lessons/Units that go along with The Writing Revolution book](#)
- Unit of Study by Lucy Calkins

Videos

Planning:

- [Prewriting Video](#) (includes a few examples of ways to plan)

Drafting:

- [How to Write for Your Audience- Writing Video For Kids](#)
- <https://www.readingrockets.org/strategies/raft>

Editing:

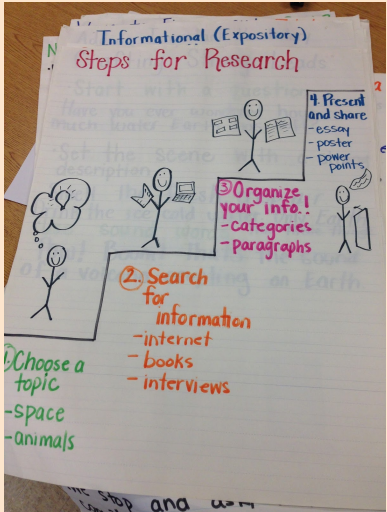
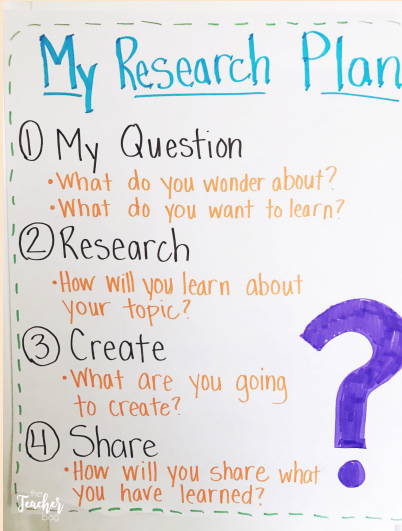
- [Editing Your Writing For Kids - Video for Elementary Students](#)

OI: Writing: Learning Outcome: Students investigate writing and research processes that support informed written expression			
Understanding: Creative expression can channel imaginative thought and emotion into a variety of texts.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Creative thinking involves - considering audience and purpose - brainstorming to expand ideas - seeking out information to help transform ideas into representations - persevering through challenges that may arise Writing is a craft that involves personal expression of ideas through - organization - word choice - presentation Creative ideas for expression can be inspired by a variety of sources, including - personal experiences - background knowledge - imagination - experiences with text The author's voice or style helps a reader or an audience picture or feel what a writer is describing. In creative writing, word choice includes interesting details that keep audiences engaged. Words selected to enhance written texts include - sensory details	Examine how relationships between audience, purpose, and text form can influence creative expression. Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions. Create written texts that draw upon a variety of sources of inspiration. Select from a variety of text forms or structures to express personal thoughts or feelings. Create beginnings that catch the audience's attention by experimenting with ideas and word choice. Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged. Include dialogue to add variety to texts. Use punctuation to generate effects in creative expression. Create thoughtful conclusions to tie up events or leave readers wondering.	Sensory detail: describe an object, person or event using your 5 senses Voice: The author's voice or style helps a reader or an audience picture or feel what a writer is describing. Synonyms: a word or phrase that means the same as another word. E.g. shut - close Antonyms: a word opposite in meaning to another Word. e.g. open - close	This understanding focuses on Creative Writing. Teachers teach writing as a craft to express personal ideas. The teacher may teach the students to determine a theme, develop character, settings, plot, dialogue and tone. Writing different text forms - Stories, newspapers, poetry, letters, reports, essays. - Teaching the importance of voice in their writing. Greeting Card activity - Show Don't Tell - How to Hook your reader- - Adding Dialogue - - After going for a nature walk - students write from their personal experience using as many descriptive words as they can to describe what they saw on their nature walk. - Picture prompts: The teacher finds a colourful, detailed picture of (for e.g.) a dragon flying over the countryside where castles, streams, and trees dot the landscape. This picture is projected on the smartboard and students can: - Begin to brainstorm what they see - Brainstorm descriptive words to give what they see more detail - Brainstorm sensory words to describe what the dragon is feeling or seeing....

Grade 3 ELAL Curriculum Planning & Assessment Resource

• synonyms • antonyms • specific words or phrases Dialogue can be used to add variety to written texts.	Select from a variety of presentation forms or text features to enhance and share selections of creative writing. Persevere through challenges that may arise in the creative expression of ideas.		
Resources			What do we assess? How do we assess?
<u>Mentor Text/Read Aloud</u> • The Best Story Ever! (voice) • Using Effective Punctuation <u>Mentor Texts</u> • Beginnings Mentor Texts: ◦ The Winter Worm Business Patricia Reilly Giff ◦ Arthur for the Very First Time Patricia MacLachlan ◦ The Great Gilly Hopkins Katherine Paterson ◦ The Whipping Boy Sid Fleischman • Sensory Details ◦ Barn Dance Sill Martin ◦ Scarecrow! Valerie Littlewood ◦ The Pumpkin Patch Elizabeth King ◦ Brave Irene William Steig • Conclusions ◦ Charlotte’s Web EB White <u>Teacher Resources</u> • Book: 6+1 Traits of Writing By Ruth Culham • Book: The Comprehensive Narrative Writing Guide By Barbara Maricondo and Dea Paoletta Auray • Book: The Writing Strategies Book by Jennifer Serravallo • Book: Craft Lessons by Ralph Fletcher and Joann Portalupi • Book: Mentor Author, Mentor Texts by Ralph Fletcher (Heinemann) • Book: Trait-Based Mini Lessons for Teaching Writing Grades 2-4 by Megan S. Sloan • Book: Marvelous Minilessons for Teaching Beginning Writing K-3 by Lori Jamison Rog • Teaching Writing by Lucy Calkins (or her Units of Study per grade) • Writing with Results by Joanne Moore • Book: Writing Power by Adrienne Gear <u>Videos</u> • Author’s Purpose with PIE			Grade Three - Writing - Year Long Grade Three - Writing - ALL Grade Three - Writing - (Enhance and Revise Written Text)

Grade 3 ELAL Curriculum Planning & Assessment Resource

OI: Writing: Learning Outcome: Students investigate writing and research processes that support informed written expression				
Understanding: Research processes can support accessing and logically organizing information.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Questioning can help focus research topics and processes. Information can be accessed, stored, and shared in a variety of digital and non-digital ways. Information can be categorized or sequenced to enhance organization. Organizational tools, such as graphic organizers, can help plan and write about factual information. Research findings can be shared in a variety of digital or non-digital forms, including • reports • presentations • visual representations The information and ideas of others need to be listed (cited) in research writing.	Access information from a variety of sources to answer questions or expand knowledge. Organize, categorize, or sequence information using a variety of methods or tools. Use research to create written text that is appropriate for an audience. List sources of information used to inform research.		This understanding focuses on Research skills and implementing them. • Steps for Research ◦ Question, Research, Create, Share   ◦ Finding information ◦ Where can the students find the information they need to put into their research writing ■ Books, internet, interviewing people, videos • Organizing information ◦ My Research Map • Using writing to share information ◦ Have students use their research to create a written piece: animal report, biography, oral presentation, slide show, who would win book, ◦ Keeping a research notebook to keep information for a longer period of time/purpose. • Listing sources - Why is it important to list our sources? (ensure you have students list their source as they are researching)	
Resources			What do we assess? How do we assess?	
Mentor Text/Read Aloud • Who Was...? Series • Ordinary People Change the World Series by Brad Meltzer • National Geographic Kids Books • National Geographic Kids Website			Grade Three - Writing - Year Long Grade Three - Writing - ALL Grade Three - Writing - (Research)	

Grade 3 ELAL Curriculum Planning & Assessment Resource

Teacher Resources

- [Research & Note Taking Webinar](#)(Empowering Writers)
- Book: The Writing Strategies Book by Jennifer Serravallo
- [Teaching Research to Children](#)
- [Reading Rockets: Teaching Nonfiction Writing](#)
- Research Skills for Elementary Students - [Blog Post](#)

Videos

- [How to Write a Research Paper for Kids | Episode 3 | Researching](#)
- [How to Write a Research Paper for Kids | Episode 4](#)
- [Informational Writing for Kids- Episode 1: What Is It?](#)

OI: Writing: Learning Outcome: Students investigate writing and research processes that support informed written expression			
Understanding: Practice using digital or non-digital methods or tools can support writing fluency.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Written messages can be created using a variety of digital or non- digital methods or tools, such as • printing • keyboarding • cursive handwriting Cursive handwriting involves • letter formation • size proportion • slant Basic keyboarding involves • finger reaches • keystroking • key recognition	Demonstrate writing fluency using at least one method or tool. Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant. Demonstrate basic keyboarding skills.		Students write using different methods for writing. Cursive handwriting is taught to students Students use digital tools and learn to keyboard. • Cursive Workbooks • Cursive Letters in Sand • Trace Montessori Sandpaper Letters • Practice keyboarding on websites such as typing.com • Keyboarding skills can be practiced by having students use Google Slides to make a presentation on a story • Keyboarding skills can be practiced by having students type a good copy of a story into a Google Doc

Grade 3 ELAL Curriculum Planning & Assessment Resource

Resources	What do we assess? How do we assess?
• Typing.com • Typing Club • Key Hero • Keyboarding Without Tears • Applied Digital Skills • Handwriting Without Tears • Mario Teaches Typing • 5 Free Typing Games Videos • Cursive writing a to z - Kindergarten learning videos • Cursive Writing for Beginners: Cursive Basics • How to Type • Keyboarding Without Tears Presents The Home Row ◦ Keyboarding Without Tears ◦ Handwriting Without Tears ◦ Sky, Grass, Dirt Letter Formation	Grade Three - Writing - Year Long Grade Three - Writing - ALL Grade Three - Writing - (Writing fluency, cursive, keyboarding)

Grade 3 ELAL Curriculum Planning & Assessment Resource

Organizing Idea: Conventions

Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.				
Guiding Question: How does the appropriate use of conventions support clear written communication?				
Learning Outcome: Students investigate and demonstrate how conventions support written communication.				
Understanding: Capitalization and punctuation can enhance written expression.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Capitalization is used for headings. Punctuation includes - commas - quotation marks - apostrophes in contractions and possessives A comma indicates a pause between parts of a sentence or separates items in a list. Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way. Adding an apostrophe and <s> can be used to show ownership or possession.	Capitalize words appropriately in different contexts. Include a variety of punctuation at the end of sentences. Insert commas to indicate a pause between parts of sentences or to separate items in a list. Insert quotation marks to identify the words of a speaker. Insert quotation marks to bring attention to a word that is used in a special way. Insert apostrophes in place of letters in contractions. Insert apostrophes to show possession.	Contractions: when two words are shortened in form and are put together to form one new word	- Sentence fix-up students are given sentences with errors and they need to identify where the errors are and correct them. - Student work is displayed on the SMARTBoard (without name) and students help to identify where capitals would be placed. - Using a comic strip, rewrite what the characters say in the speech balloon, using quotation marks. - Focus Points: - Capitalization review - Quotation marks to bring attention to a word that is used in a special way - Quotation marks to show dialogue - Apostrophes in contractions - Apostrophe and <s> to show ownership/possession (also included in sections below) - Commas to separate items in a list - Commas to pause within a sentence.	
Resources				What do we assess? How do we assess?
<u>Mentor Text/ Read Aloud</u> “Slowly, Slowly, Slowly” said the Sloth by Eric Carle - Hiking Day by Anne Rockwell - Eats, Shoots & Leaves: Why Commas Really Do Make a Difference! by Lynne Truss <u>Teacher Resources</u> - Patterns of Power (stenhouse)				Grade Three - Conventions - Year Long Grade Three - Conventions - ALL Grade Three - Conventions - (Capitals and Punctuation) (use first part of Year Long)

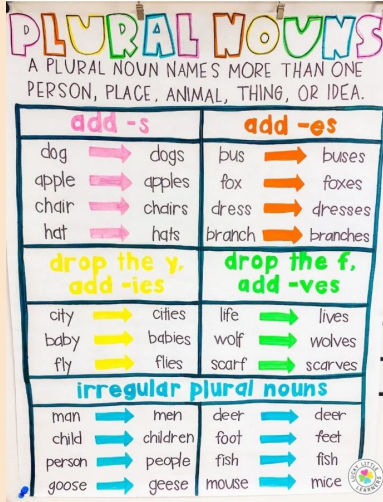
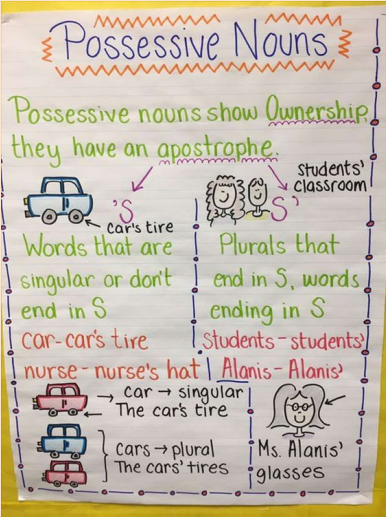
Grade 3 ELAL Curriculum Planning & Assessment Resource

- Book: The Writing Strategies Book by Jennifer Serravallo - The Writing Revolution Videos Grammar for Kids: Punctuating Dialogue Contractions: What are contractions? English For Kids Mind Blooming Contractions 1 English Song for Kids Reading & Writing Skills Grammar Jack Hartmann Possessive Nouns I Use A Comma Song Songs For Kids Grammar GoNoodle Capitalization Rules Classroom Language Arts Video	
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OI: Conventions: Learning Outcome: Students investigate and demonstrate how conventions support written communication.			
Understanding: Grammar can provide a consistent structure for the building of sentences			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
A sentence can command someone to do or not to do something (imperative). A sentence has two main parts, a subject and a predicate. The subject of a sentence is what the subject does. Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, for). An adjective is a word that describes a noun. An adverb is a word that describes a verb. Subject-verb agreement means that the subject and	Distinguish between a variety of sentence types. Identify the subject of a variety of sentences. Identify the predicate of a variety of sentences. Examine conjunctions in a variety of sentences. Use adjectives to describe nouns. Use adjectives to describe verbs. Identify subject-verb agreement in a variety of sentences. Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.	Subject: the person, place, or thing that is performing the action of a sentence Predicate: the words in a sentence or clause that describe the action but not the subject Types of Sentences Command (Imperative): A sentence that expresses a command; the subject is not always explicitly stated. e.g. Come here immediately. Exclamation (Exclamative): A sentence that expresses a strong or sudden feeling. It ends with an exclamation mark. E.g.I need help this minute! Question (Interrogative): A sentence that asks a question. It ends with a question mark. E,g, Is Anthony coming? Statement (Declarative): A sentence that makes a statement.	Students are given plenty of opportunities to write. Teachers teach students to distinguish a variety of sentence types. Mini lessons around these sentence types can be done daily. The teacher writes a sentence (e.g. exclamative) and then asks the students what they notice about this sentence. Students generate other exclamative sentences. Teachers can have examples of the different types of sentences on sentence strips. Students sort them based on their type. - Mad Libs - fill in the blank templates - Sentence Fix Up - students are given sentences with errors and they need to identify where the errors are and correct them. - Unscramble sentences - At the end of a story/chapter, students write 2 questions and 2 statements - Summarize a paragraph in 1 statement - Jeopardy - students create questions and answers - Give a sentence starter and students complete the sentence using a conjunction E.g. because, but, so - Combine 2 sentences using conjunctions

Grade 3 ELAL Curriculum Planning & Assessment Resource

the verb must agree, with both being either singular or plural. Words can tell who or what owns a noun (possessive), and include - possessive nouns ('s) - possessive adjectives (e.g., my, your, his, her, its, our, their) - possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).	Recognize and use prepositions in sentences to show time and place.	E.g. The show starts at eight o'clock.	
Resources			What do we assess? How do we assess?
<u>Mentor Text/ Read Aloud</u> - Hairy, Scary, Ordinary; What is an adjective? by Brian P. Cleary - Quirky, Jerky, Extra Perky; More About Adjectives by Brian P. Cleary - But and For, But and Nor; What is a Conjunction? by Brian P. Cleary - Under, Over, By the Clover; What is a Preposition? by Brian P. Cleary - Dearly, Nearly, Insincerely; What is an Adverb? by Brian P. Cleary - Lazily, Crazyly, Just a Bit Nasally; More About Adverbs by Brian P. Cleary <u>Teacher Resources</u> - Book: The Writing Strategies Book by Jennifer Serravallo list of mentor texts for teaching grammar (nouns, verbs, adjectives, conjunctions, adverbs, prepositions) - The Writing Revolution <u>Videos</u> Types of Sentences: Statements, Questions, Commands, & Exclamations English For Kids Mind Blooming Subjects and predicates English For Kids Mind Blooming Parts of Speech for Kids: What is an Adjective? Parts of Speech for Kids: What is an Adverb? Nouns Part 5: Possessive Nouns English For Kids Mind Blooming Prepositions for Kids			Grade Three - Conventions - Year Long Grade Three - Conventions - ALL Grade Three - Conventions - (Grammar)

OI: Conventions: Learning Outcome: Students investigate and demonstrate how conventions support written communication.				
Understanding: Correct spelling can be supported by applying knowledge of word patterns and parts.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Spelling patterns include - Nouns ending in <y>: change <y> to <i> and add <es> (e.g., pony-ponies) - Nouns ending in <f> or <fe>: change <f> or <fe> to <v> and add <es> (e.g., leaf-leaves) Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose-moose, person-people). Adding an apostrophe and <s> can be used to show ownership or possession. If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership. Prefixes and suffixes are spelled consistently in words. Some words are not spelled in predictable ways.	Identify spelling patterns within and across words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Identify plural nouns that are spelled the same as or differently from their singular form. Add an apostrophe and an <s> to nouns to show ownership. Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>. Spell a variety of prefixes and suffixes accurately in words. Identify words that are not spelled in predictable ways.	Spelling pattern: a group of letters that represent a sound Prefix: a letter or a group of letters added to the beginning of a word to make a new word Suffix: a letter or a group of letters added to the ending of a word to make a new word	- Words of the week - Words of the week follow word pattern themes so students can become familiar with spelling rules. (ex. -er, -ake, -ing, -ate) - Words of the week can be done in a variety of ways to make the activity interesting (alphabet stamps, letter boards, felt, pipe cleaners and letter beads, alphabet magnets, etc.) - Word Walls - Teach students to use the word wall so they reference it when encountering challenging words. Word Wall Activities - Personal Word Wall sheets for ease, students can pull it out when they are doing writing. - Word Ladders - allows students to change parts of words to make new words and see word patterns and commonalities between words. - Students write word sums: <en + joy + able> enjoyable - Word work with letter tiles ANCHOR CHART IDEA TO TEACH PLURAL NOUNS!  	
Resources			What do we assess? How do we assess?	
Mentor Text/ Read Aloud Prefixes and Suffixes (Epic!)			Grade Three - Conventions - Year Long Grade Three - Conventions - ALL	

Grade 3 ELAL Curriculum Planning & Assessment Resource

The Word Wizard's Book of Prefixes and Suffixes (Epic!) Teacher Resource - Resource: Words Their Way - Book: The Writing Strategies Book by Jennifer Serravallo - Book: Morpheme Magic by Deb Glaser Spelling and Phonics Through Phoneme/Grapheme Mapping by Kathryn Grace UFLI Foundations Spelling For Life by Lyn Stone Videos Spelling Rule Rap: Add 'ies' to make plurals with words that end in 'y' The Seven Plural Rules in a Rap Song Plural Rule #2: Adding 'es' to make a plural. Spelling Rules: Drop the 'f' and add 'ves' to make plurals Possessive Nouns Award Winning Possessive Noun Teaching Video What are Possessive Nouns Wizards of Words - Blazer Fresh Songs for Kids Dance Along GoNoodle	Grade Three - Conventions - (Spelling Patterns)
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OI: Conventions: Learning Outcome: Students investigate and demonstrate how conventions support written communication.			
Understanding: A variety of spelling strategies and tools can be used to enhance written expression.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Spelling strategies can be used to spell words accurately, including - articulating - visualizing - transferring prior knowledge - trial and error Digital or non-digital tools can be used to help spell words correctly.	Apply a variety of spelling strategies to enhance written expression. Use a variety of tools to spell or confirm the spelling of words.	Articulating: express (an idea or a feeling) fluently and coherently Visualizing: form a mental image of; imagine	- Rhyming - Play Rhyming Games - Teach Decoding Strategies - Visual Helpers Chunking - Read and Write - Google Chrome - Peer Editing - have students check each other's work and give suggestions to enhance delivery. - Text to speech/speech to text - Autocorrect when typing - Practicing typing- Typing.com

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Resources	What do we assess? How do we assess?
<u>Mentor Text/ Read Aloud</u> - Any book that has the specific spelling or grammar goal you are covering in the sentence. <u>Teacher Resource</u> Spelling Strategies for Beginners - Book: The Writing Strategies Book by Jennifer Serravallo - Resource: Words Their Way How to Use Mentor Texts to Teach Grammar - Resource: Secret Stories - Book: Morpheme Magic by Deb Glaser Spelling and Phonics Through Phoneme/Grapheme Mapping by Kathryn Grace UFLI Foundations Spelling For Life by Lyn Stone	Grade Three - Conventions - Year Long Grade Three - Conventions - ALL Grade Three - Conventions - (Spelling Strategies)

OI: Conventions: Learning Outcome: Students investigate and demonstrate how conventions support written communication.			
Understanding: Basic guidelines for spelling transferred to writing new text can increase accuracy.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Abbreviations include - titles - days of the week - time - measurements - addresses An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB). An inflectional ending is a suffix added to a base that indicates - tense - plurality - possession - comparison	Spell common abbreviations in writing. Recognize and spell contractions in writing. Apply inflectional endings in writing. Spell compound words accurately. Spell singular and plural possessives. Spell some complex plural words.	Abbreviation: the shortened form of a word or words Inflectional ending: a suffix added to a base that indicates - tense (ed, ing, s) - plurality (s, es) - possession ('s, s') - comparison (er, est) Contractions: when two words are shortened in form and are put together to form one new word Compound Word: two or more root words fused together to make a different word (door and bell are put together to make doorbell) Possessive: A word that can tell who or what owns a noun. Complex plural words: plural words which do not follow normal plural strategies	Morning messages on the board are an excellent way to review on a regular basis with students, the basic guidelines for spelling. Students find spelling errors and together they are corrected. This is also an opportunity for teacher and students to discuss spelling rules that have already been taught. Small group writing lessons can also be employed by the teacher during the writing block. During this time, small groups of students bring their writing and as a group, work with the teacher to review/correct/identify: - Abbreviations, - inflectional endings, - singular and plural possessives, - Compound Words The teacher can provide words sorts for students to practice skills: - Word Sorts - Syllable sorts - Noun, verb, adjective sorts - Singular/plural sorts - ABC order sorts

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The basic guidelines for adding inflectional endings consist of - dropping the <e> and adding <ing> - doubling the letter before adding <ing> or <ed>	Apply endings that show comparisons. Recognize basic guidelines for adding inflectional endings.		The teacher can provide sentence sorts for students to recognize spelling patterns, and basic guidelines for spelling in words that are in sentences.
Resources			What do we assess? How do we assess?
<u>Mentor Text/ Read Aloud</u> Contractions - If You Give a Mouse a Cookie by Laura Numeroff - Don't like the Pigeon Drive the Bus by Mo Williams - The Paper Boy by Dav Pilkey - If You Were a Contraction by Trisha Shasken - I'm and Won't, They're and Don't by Brian P. Cleary - If You Were an Apostrophe by Shelley Lions - What If You Had Animal Teeth? by Sandra Markle (apostrophes in contractions and possessive) - Parts by Ted Arnold by Moira Rose Donohue and JoAnn Adinolfi Apostrophes - Alfie the Apostrophe by Moira Rose Donohue and JoAnn Adinolfi - Greedy Apostrophe by Jan Carr - The Girl's Like Spaghetti by Lynne Truss Plural/ Possessive Nouns - Scaredy Squirrel by Melanie Watt - Skippyjon Jones by Judith Byron Schachner - Stellaluna by Janell Cannon - The Day the Crayons Quit by Drew Daywalt Compound Words - Diary of a Worm by Doreen Cronin - The Polar Express by Chris Van Allsburg <u>Teacher Resource</u> - Book: The Writing Strategies Book by Jennifer Serravallo <u>Videos</u> Abbreviation: Months, Days, Titles, Etc. Nessy Spelling Strategy Apostrophes - When To Use Them Learn to Spell Spelling Rules: Adding 'ed' and 'ing' Compound Words English For Kids Mind Blooming The Seven Plural Rules in a Rap Song			Grade Three - Conventions - Year Long Grade Three - Conventions - ALL Grade Three - Conventions - (Spelling Complexity)