

Grade 3 ELAL Curriculum (2022) - Sample Year-at-a-Glance

English Language Arts and Literature Curriculum (*English Language Arts & Literature Subject Introduction* - <https://curriculum.learnalberta.ca/printable-curriculum/en/home>)

What Is English Language Arts and Literature?

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship.

Language, Literacy, and Literature

Oral language development is an active process that begins at birth and expands throughout a lifetime. Listening and speaking form the foundation for literacy development as students participate in oral language experiences and share in the oral traditions of their families and communities. These skills are further developed and applied in a variety of oral language experiences in English language arts and literature that include oral storytelling, discussions, drama, and presentations. Students learn to be active listeners, and they explore and purposefully select a variety of digital or non-digital forms and tools to enhance presentation delivery and capture the attention of an audience. Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning. Foundational literacy focuses on clear and developmentally appropriate learning in the areas of phonological awareness and phonics. Students in English language arts and literature develop the ability to identify and manipulate sounds in oral language and understand relationships between sounds and the letters that represent them. A focus on fluency fosters, within students, the ability to read a range of texts accurately, automatically, and with expression. Students apply strategies to comprehend increasingly complex messages and they expand their verbal and written vocabulary through the study of word meanings, origins, and structures. Communicating well in a modern world involves understanding social practices, relationships, cultures, and information. Engaging with a variety of traditional, contemporary, and emerging texts enables students to see how text form and structure can influence the representation and interpretation of ideas and information. Analyzing media texts helps students understand how text creators seek to persuade and helps students become thoughtful consumers of media. In English language arts and literature, students differentiate between fact and opinion and discover the artistry of messages shared through poetry, image, and song. The study of quality literature empowers students to understand contextual nuances of time and place and gain insight into our inherited literary traditions. Local First Nations, Métis, Inuit, and Francophone stories reflect the diverse cultures, histories, and perspectives of the founding peoples of Alberta. By exploring stories from both local and global communities in English language arts and literature, students build empathy, broaden perspectives, and expand worldviews. As text creators, students explore ways to share their ideas, responding to texts they encounter and to the world around them. Throughout English language arts and literature, students apply writing processes and language conventions to organize ideas and communicate effectively in a variety of digital or non-digital contexts. They learn to form opinions based on quality research from multiple sources of information and to support their opinions with evidence and logical arguments. They develop ethical citizenship by learning about and following protocols for accessing information and citing sources. Students explore the English language to craft and shape ideas, instilling beauty or persuasion within compositions and presentations to reflect style and discover their own unique voice. The English language arts and literature curriculum provides solid foundations in language, literacy, and literature that will support Alberta's students in achieving personal and academic goals. Students will engage in formal and informal exchanges, demonstrating respect, humility, and responsibility as they seek to understand and be understood. By thinking critically, managing information ethically, and sharing ideas effectively, students will be able to adapt to changing conditions, persevere through challenges, and find creative solutions. As confident and competent communicators, Alberta's students will be better prepared to achieve successful and fulfilling lives while making meaningful contributions to their communities and the world.

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Text Forms and Structure: 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: 3T1 Students relate the form and structure of texts to the communication of ideas and information.					
Understanding: 3T1.1 The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> inform provide enjoyment <p>Texts can be categorized according to their content and include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Examine the form of a variety of fiction and non-fiction texts.</p> <p>Examine the structure of a variety of fiction and non-fiction texts.</p> <p>Determine how the structure of texts can help organize the expression or</p>	<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> inform provide enjoyment <p>Texts can be categorized according to their content and include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Examine the form of a variety of fiction and non-fiction texts.</p> <p>Examine the structure of a variety of fiction and non-fiction texts.</p> <p>Determine how the structure of texts can help organize the expression or</p>	<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> inform provide enjoyment <p>Texts can be categorized according to their content and include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Examine the form of a variety of fiction and non-fiction texts.</p> <p>Examine the structure of a variety of fiction and non-fiction texts.</p> <p>Determine how the structure of texts can help organize the expression or</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>Non-fiction is a type of text that expresses information and facts.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> • drama • short stories • images <p>Stories can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • problem • events • solution • ending 	<p>understanding of ideas or information.</p>	<p>Non-fiction is a type of text that expresses information and facts.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> • drama • short stories • images <p>Stories can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • problem • events • solution • ending 	<p>understanding of ideas or information.</p>	<p>Non-fiction is a type of text that expresses information and facts.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> • drama • short stories • images <p>Stories can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • problem • events • solution • ending 	<p>understanding of ideas or information.</p>
<p>Learning Outcome: 3T1 Students relate the form and structure of texts to the communication of ideas and information.</p>					
<p>Understanding: 3T1.2 Text features can provide information that is not in the main body of a text.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> • images • tables of contents • maps • graphs 	<p>Examine a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal</p>	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> • images • tables of contents • maps • graphs 	<p>Examine a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal</p>	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> • images • tables of contents • maps • graphs 	<p>Examine a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
	messages.		messages.		messages.
Learning Outcome: 3T1 Students relate the form and structure of texts to the communication of ideas and information.					
Understanding: 3T1.3 Fictional texts are often products of a text creator's imagination and are not factual.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Fictional texts can be categorized by sub-forms that include</p> <ul style="list-style-type: none"> • traditional literature, including myths • realistic fiction • historical fiction • mystery <p>A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.</p> <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p>	<p>Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place.</p> <p>Examine fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Examine circular plot structures found in fictional texts.</p> <p>Examine elements within a variety of fictional texts.</p> <p>Examine major characters in fictional texts.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Investigate the narrator's</p>	<p>Fictional texts can be categorized by sub-forms that include</p> <ul style="list-style-type: none"> • traditional literature, including myths • realistic fiction • historical fiction • mystery <p>A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.</p> <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p>	<p>Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place.</p> <p>Examine fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Examine circular plot structures found in fictional texts.</p> <p>Examine elements within a variety of fictional texts.</p> <p>Examine major characters in fictional texts.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Investigate the narrator's</p>	<p>Fictional texts can be categorized by sub-forms that include</p> <ul style="list-style-type: none"> • traditional literature, including myths • realistic fiction • historical fiction • mystery <p>A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.</p> <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p>	<p>Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place.</p> <p>Examine fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Examine circular plot structures found in fictional texts.</p> <p>Examine elements within a variety of fictional texts.</p> <p>Examine major characters in fictional texts.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Investigate the narrator's</p>

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<p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • circular plots <p>Elements of fiction include</p> <ul style="list-style-type: none"> • major characters • setting • plot <p>A major character is central to the plot or problem in a story.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>	<p>contribution to a text.</p>	<p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • circular plots <p>Elements of fiction include</p> <ul style="list-style-type: none"> • major characters • setting • plot <p>A major character is central to the plot or problem in a story.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>	<p>contribution to a text.</p>	<p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • circular plots <p>Elements of fiction include</p> <ul style="list-style-type: none"> • major characters • setting • plot <p>A major character is central to the plot or problem in a story.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>	<p>contribution to a text.</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 3T1 Students relate the form and structure of texts to the communication of ideas and information.					
Understanding: 3T1.4 Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Non-fiction texts include</p> <ul style="list-style-type: none"> • biographies • content-area texts • interactions with people • land <p>Content-area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • main idea or topic • supporting details • linear or cyclical sequencing • compare and contrast 	<p>Compare and contrast ways that non-fiction texts can be organized.</p> <p>Investigate linear and cyclical sequencing in a variety of non-fiction texts.</p>	<p>Non-fiction texts include</p> <ul style="list-style-type: none"> • biographies • content-area texts • interactions with people • land <p>Content-area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • main idea or topic • supporting details • linear or cyclical sequencing • compare and contrast 	<p>Compare and contrast ways that non-fiction texts can be organized.</p> <p>Investigate linear and cyclical sequencing in a variety of non-fiction texts.</p>	<p>Non-fiction texts include</p> <ul style="list-style-type: none"> • biographies • content-area texts • interactions with people • land <p>Content-area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • main idea or topic • supporting details • linear or cyclical sequencing • compare and contrast 	<p>Compare and contrast ways that non-fiction texts can be organized.</p> <p>Investigate linear and cyclical sequencing in a variety of non-fiction texts.</p>

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Learning Outcome: 3T1 Students relate the form and structure of texts to the communication of ideas and information.					
Understanding: 3T1.5 Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language).</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> • haiku • limerick <p>A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature.</p> <p>A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.</p>	<p>Investigate words or phrases applied creatively in poetry.</p> <p>Examine poetic structures that contribute to creative expression of ideas.</p> <p>Experiment with creating haikus and limericks.</p>	<p>Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language).</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> • haiku • limerick <p>A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature.</p> <p>A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.</p>	<p>Investigate words or phrases applied creatively in poetry.</p> <p>Examine poetic structures that contribute to creative expression of ideas.</p> <p>Experiment with creating haikus and limericks.</p>	<p>Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language).</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> • haiku • limerick <p>A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature.</p> <p>A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.</p>	<p>Investigate words or phrases applied creatively in poetry.</p> <p>Examine poetic structures that contribute to creative expression of ideas.</p> <p>Experiment with creating haikus and limericks.</p>

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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: 3O1 Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.					
Understanding: 3O1.1 Oral tradition is listening and speaking to pass information from generation to generation.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>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</p> <ul style="list-style-type: none"> • ancestors • grandparents • parents or guardians • children • kin <p>Traditional knowledge shared through oral traditions can</p> <ul style="list-style-type: none"> • vary in form or delivery • build community • serve as a guide for 	<p>Investigate oral traditions that have been shared over time.</p> <p>Discuss how oral stories show respect for traditional shared knowledge.</p> <p>Share information of personal or cultural significance passed between generations of people.</p>	<p>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</p> <ul style="list-style-type: none"> • ancestors • grandparents • parents or guardians • children • kin <p>Traditional knowledge shared through oral traditions can</p> <ul style="list-style-type: none"> • vary in form or delivery • build community • serve as a guide for 	<p>Investigate oral traditions that have been shared over time.</p> <p>Discuss how oral stories show respect for traditional shared knowledge.</p> <p>Share information of personal or cultural significance passed between generations of people.</p>	<p>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</p> <ul style="list-style-type: none"> • ancestors • grandparents • parents or guardians • children • kin <p>Traditional knowledge shared through oral traditions can</p> <ul style="list-style-type: none"> • vary in form or delivery • build community • serve as a guide for 	<p>Investigate oral traditions that have been shared over time.</p> <p>Discuss how oral stories show respect for traditional shared knowledge.</p> <p>Share information of personal or cultural significance passed between generations of people.</p>

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living and learning		living and learning		living and learning	
Learning Outcome: 3O1 Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.					
Understanding: 3O1.2 Listening and speaking can enhance the exchange of ideas, information, or opinions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Dialogue is an exchange of ideas, information, or opinions.</p> <p>Effective dialogue includes</p> <ul style="list-style-type: none"> listening staying on topic asking questions contributing <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis.</p> <p>Speaking can be supported through</p> <ul style="list-style-type: none"> relaxation breathing posture 	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>	<p>Dialogue is an exchange of ideas, information, or opinions.</p> <p>Effective dialogue includes</p> <ul style="list-style-type: none"> listening staying on topic asking questions contributing <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis.</p> <p>Speaking can be supported through</p> <ul style="list-style-type: none"> relaxation breathing posture 	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>	<p>Dialogue is an exchange of ideas, information, or opinions.</p> <p>Effective dialogue includes</p> <ul style="list-style-type: none"> listening staying on topic asking questions contributing <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis.</p> <p>Speaking can be supported through</p> <ul style="list-style-type: none"> relaxation breathing posture 	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 3O1 Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.					
Understanding: 3O1.3 Listening can enhance interactions and learning.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Listening strategies include</p> <ul style="list-style-type: none"> identifying purpose asking relevant questions seeking clarification responding appropriately <p>Texts that are listened to can build</p> <ul style="list-style-type: none"> connections interest vocabulary background knowledge curiosity engagement motivation 	<p>Use a variety of listening strategies to enhance interactions and learning.</p>	<p>Listening strategies include</p> <ul style="list-style-type: none"> identifying purpose asking relevant questions seeking clarification responding appropriately <p>Texts that are listened to can build</p> <ul style="list-style-type: none"> connections interest vocabulary background knowledge curiosity engagement motivation 	<p>Use a variety of listening strategies to enhance interactions and learning.</p>	<p>Listening strategies include</p> <ul style="list-style-type: none"> identifying purpose asking relevant questions seeking clarification responding appropriately <p>Texts that are listened to can build</p> <ul style="list-style-type: none"> connections interest vocabulary background knowledge curiosity engagement motivation 	<p>Use a variety of listening strategies to enhance interactions and learning.</p>

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Learning Outcome: 3O1 Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.					
Understanding: 3O1.4 Communication can be supported by integrating verbal and non-verbal language.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.</p> <p>Effective communication considers</p> <ul style="list-style-type: none"> voice quality and audibility articulation and clarity 	<p>Combine verbal and non-verbal language to enhance communication.</p> <p>Adjust voice quality, audibility, articulation, or clarity to communicate effectively.</p>	<p>A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.</p> <p>Effective communication considers</p> <ul style="list-style-type: none"> voice quality and audibility articulation and clarity 	<p>Combine verbal and non-verbal language to enhance communication.</p> <p>Adjust voice quality, audibility, articulation, or clarity to communicate effectively.</p>	<p>A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.</p> <p>Effective communication considers</p> <ul style="list-style-type: none"> voice quality and audibility articulation and clarity 	<p>Combine verbal and non-verbal language to enhance communication.</p> <p>Adjust voice quality, audibility, articulation, or clarity to communicate effectively.</p>
Learning Outcome: 3O1 Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.					
Understanding: 3O1.5 Presentations share stories, ideas, or information with an audience.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Preparation supports effective communication through</p> <ul style="list-style-type: none"> relaxation breathing techniques focus <p>Presentations can be</p>	<p>Group relevant ideas, events, or information in a logical sequence when presenting.</p> <p>Develop communication skills through individual or group presentations.</p> <p>Present dramatizations of</p>	<p>Preparation supports effective communication through</p> <ul style="list-style-type: none"> relaxation breathing techniques focus <p>Presentations can be</p>	<p>Group relevant ideas, events, or information in a logical sequence when presenting.</p> <p>Develop communication skills through individual or group presentations.</p> <p>Present dramatizations of</p>	<p>Preparation supports effective communication through</p> <ul style="list-style-type: none"> relaxation breathing techniques focus <p>Presentations can be</p>	<p>Group relevant ideas, events, or information in a logical sequence when presenting.</p> <p>Develop communication skills through individual or group presentations.</p> <p>Present dramatizations of</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>improvised or prepared.</p> <p>Presentations can be delivered in different ways, including</p> <ul style="list-style-type: none"> oral reports readers' theatre dramatizations digital stories recorded interviews <p>Thoughts and ideas in speech can be grouped together in logical sequences.</p> <p>Effective communication involves consideration of an audience's</p> <ul style="list-style-type: none"> situation thoughts feelings beliefs <p>Audience participation and behaviour may affect the presenter or other audience members.</p>	<p>characters and events encountered in texts.</p> <p>Share a poem from memory with some awareness of phrasing and pausing.</p> <p>Compose and share a short speech or oral report.</p> <p>Participate in presentations as a respectful audience member.</p>	<p>improvised or prepared.</p> <p>Presentations can be delivered in different ways, including</p> <ul style="list-style-type: none"> oral reports readers' theatre dramatizations digital stories recorded interviews <p>Thoughts and ideas in speech can be grouped together in logical sequences.</p> <p>Effective communication involves consideration of an audience's</p> <ul style="list-style-type: none"> situation thoughts feelings beliefs <p>Audience participation and behaviour may affect the presenter or other audience members.</p>	<p>characters and events encountered in texts.</p> <p>Share a poem from memory with some awareness of phrasing and pausing.</p> <p>Compose and share a short speech or oral report.</p> <p>Participate in presentations as a respectful audience member.</p>	<p>improvised or prepared.</p> <p>Presentations can be delivered in different ways, including</p> <ul style="list-style-type: none"> oral reports readers' theatre dramatizations digital stories recorded interviews <p>Thoughts and ideas in speech can be grouped together in logical sequences.</p> <p>Effective communication involves consideration of an audience's</p> <ul style="list-style-type: none"> situation thoughts feelings beliefs <p>Audience participation and behaviour may affect the presenter or other audience members.</p>	<p>characters and events encountered in texts.</p> <p>Share a poem from memory with some awareness of phrasing and pausing.</p> <p>Compose and share a short speech or oral report.</p> <p>Participate in presentations as a respectful audience member.</p>

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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: 3V1 Students analyze new words and morphemes to enhance vocabulary.					
Understanding: 3V1.1 Vocabulary knowledge can be supported and developed through literacy interactions and experiences.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language includes</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning.</p> <p>A simile compares two</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary through content-area learning.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>	<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language includes</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning.</p> <p>A simile compares two</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary through content-area learning.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>	<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language includes</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning.</p> <p>A simile compares two</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary through content-area learning.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>

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unlike things using <i>like</i> or <i>as</i> .		unlike things using <i>like</i> or <i>as</i> .		unlike things using <i>like</i> or <i>as</i> .	
Learning Outcome: 3V1 Students analyze new words and morphemes to enhance vocabulary.					
Understanding: 3V1.2 The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Morphemes include</p> <ul style="list-style-type: none"> • bases • affixes <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>Prefixes, including <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.</p> <p>Suffixes, including <ly>, are morphemes that form</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>Recognize and use suffixes to name a person that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Distinguish syllables in words.</p>	<p>Morphemes include</p> <ul style="list-style-type: none"> • bases • affixes <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>Prefixes, including <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.</p> <p>Suffixes, including <ly>, are morphemes that form</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>Recognize and use suffixes to name a person that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Distinguish syllables in words.</p>	<p>Morphemes include</p> <ul style="list-style-type: none"> • bases • affixes <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>Prefixes, including <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.</p> <p>Suffixes, including <ly>, are morphemes that form</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>Recognize and use suffixes to name a person that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Distinguish syllables in words.</p>

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adverbs and change the meaning of words when added to the ending of a base.		adverbs and change the meaning of words when added to the ending of a base.		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.		Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that 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.	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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: 3P1 Students investigate how phonics connects to word formation and supports the process of reading and writing.					
Understanding: 3P1.1 Phonics supports the reading and writing of texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Consonant clusters blend two or three consonant sounds.	Recognize consonant clusters at the beginning and ending of a word.	Consonant clusters blend two or three consonant sounds.	Recognize consonant clusters at the beginning and ending of a word.	Consonant clusters blend two or three consonant sounds.	Recognize consonant clusters at the beginning and ending of a word.
Consonant clusters appear at the beginning and ending of words.	Recognize and apply less frequent consonant digraphs.	Consonant clusters appear at the beginning and ending of words.	Recognize and apply less frequent consonant digraphs.	Consonant clusters appear at the beginning and ending of words.	Recognize and apply less frequent consonant digraphs.

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<p>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>).</p> <p>Some consonant letters represent no sound (e.g., <i>know</i>, <i>write</i>).</p> <p>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p> <p>Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.</p>	<p>Recognize and apply consonant letters that represent no sounds.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</p>	<p>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>).</p> <p>Some consonant letters represent no sound (e.g., <i>know</i>, <i>write</i>).</p> <p>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p> <p>Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.</p>	<p>Recognize and apply consonant letters that represent no sounds.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</p>	<p>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>).</p> <p>Some consonant letters represent no sound (e.g., <i>know</i>, <i>write</i>).</p> <p>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p> <p>Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.</p>	<p>Recognize and apply consonant letters that represent no sounds.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</p>

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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: 3F1 Students apply fluency strategies and develop reading comprehension.					
Understanding: 3F1.1 Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Fluency develops over time with practice.</p> <p>Fluent reading includes</p> <ul style="list-style-type: none"> accuracy automaticity in word recognition prosody (stress, expression, intonation, and pausing) in oral text reading 	<p>Demonstrate automaticity in reading complex words, phrases, and continuous text.</p> <p>Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.</p> <p>Read a variety of text forms with fluency and expression.</p>	<p>Fluency develops over time with practice.</p> <p>Fluent reading includes</p> <ul style="list-style-type: none"> accuracy automaticity in word recognition prosody (stress, expression, intonation, and pausing) in oral text reading 	<p>Demonstrate automaticity in reading complex words, phrases, and continuous text.</p> <p>Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.</p> <p>Read a variety of text forms with fluency and expression.</p>	<p>Fluency develops over time with practice.</p> <p>Fluent reading includes</p> <ul style="list-style-type: none"> accuracy automaticity in word recognition prosody (stress, expression, intonation, and pausing) in oral text reading 	<p>Demonstrate automaticity in reading complex words, phrases, and continuous text.</p> <p>Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.</p> <p>Read a variety of text forms with fluency and expression.</p>
Learning Outcome: 3F1 Students apply fluency strategies and develop reading comprehension.					
Understanding: 3F1.2 Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.</p>	<p>Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.</p>	<p>Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.</p>	<p>Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.</p>	<p>Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.</p>	<p>Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.</p>

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Organizing Idea: Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.					
Guiding Question: How can the development of skills and strategies support comprehension of text?					
Learning Outcome: 3CP1 Students relate personal experiences to interactions with texts to support meaning.					
Understanding: 3CP1.1 Critical thinking can be applied to comprehend texts that vary in length or complexity.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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.	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.	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.
Learning Outcome: 3CP1 Students relate personal experiences to interactions with texts to support meaning.					
Understanding: 3CP1.2 Comprehension involves connecting relevant background knowledge and experiences with new information in text.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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 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 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.

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Learning Outcome: 3CP1 Students relate personal experiences to interactions with texts to support meaning.					
Understanding: 3CP1.3 Comprehension involves predicting outcomes or events that reflect clues from texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Predictions can be made by combining information from texts with</p> <ul style="list-style-type: none"> background knowledge personal experience anticipation of logical outcomes or events 	<p>Make predictions using background knowledge and information within a text.</p> <p>Identify information from texts that supports predictions.</p> <p>Modify predictions based on new or additional information.</p> <p>Reflect on predictions to confirm or change understandings.</p>	<p>Predictions can be made by combining information from texts with</p> <ul style="list-style-type: none"> background knowledge personal experience anticipation of logical outcomes or events 	<p>Make predictions using background knowledge and information within a text.</p> <p>Identify information from texts that supports predictions.</p> <p>Modify predictions based on new or additional information.</p> <p>Reflect on predictions to confirm or change understandings.</p>	<p>Predictions can be made by combining information from texts with</p> <ul style="list-style-type: none"> background knowledge personal experience anticipation of logical outcomes or events 	<p>Make predictions using background knowledge and information within a text.</p> <p>Identify information from texts that supports predictions.</p> <p>Modify predictions based on new or additional information.</p> <p>Reflect on predictions to confirm or change understandings.</p>
Learning Outcome: 3CP1 Students relate personal experiences to interactions with texts to support meaning.					
Understanding: 3CP1.4 Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Inferencing involves drawing conclusions based on known facts or evidence.</p> <p>Inferencing can involve</p> <ul style="list-style-type: none"> making connections questioning 	<p>Make inferences by combining background knowledge with information that is not explicitly stated within a text.</p> <p>Identify connections between the actions,</p>	<p>Inferencing involves drawing conclusions based on known facts or evidence.</p> <p>Inferencing can involve</p> <ul style="list-style-type: none"> making connections questioning 	<p>Make inferences by combining background knowledge with information that is not explicitly stated within a text.</p> <p>Identify connections between the actions,</p>	<p>Inferencing involves drawing conclusions based on known facts or evidence.</p> <p>Inferencing can involve</p> <ul style="list-style-type: none"> making connections questioning 	<p>Make inferences by combining background knowledge with information that is not explicitly stated within a text.</p> <p>Identify connections between the actions,</p>

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<ul style="list-style-type: none"> predicting visualizing 	feelings, or motives of a character and evidence in text.	<ul style="list-style-type: none"> predicting visualizing 	feelings, or motives of a character and evidence in text.	<ul style="list-style-type: none"> predicting visualizing 	feelings, or motives of a character and evidence in text.
Learning Outcome: 3CP1 Students relate personal experiences to interactions with texts to support meaning.					
Understanding: 3CP1.5 Comprehension is enhanced when information is summarized.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Summarizing information involves <ul style="list-style-type: none"> 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.	Summarizing information involves <ul style="list-style-type: none"> 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.	Summarizing information involves <ul style="list-style-type: none"> 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.
Learning Outcome: 3CP1 Students relate personal experiences to interactions with texts to support meaning.					
Understanding: 3CP1.6 The reading comprehension process involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Self-monitoring skills that can be used when facing challenges in comprehension include <ul style="list-style-type: none"> noticing where 	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective	Self-monitoring skills that can be used when facing challenges in comprehension include <ul style="list-style-type: none"> noticing where 	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective	Self-monitoring skills that can be used when facing challenges in comprehension include <ul style="list-style-type: none"> noticing where 	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective

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meaning breaks down ● rereading ● reading ahead ● creating mental or visual images ● asking and answering <i>how, why,</i> and <i>what if</i> questions	in supporting reading comprehension.	meaning breaks down ● rereading ● reading ahead ● creating mental or visual images ● asking and answering <i>how, why,</i> and <i>what if</i> questions	in supporting reading comprehension.	meaning breaks down ● rereading ● reading ahead ● creating mental or visual images ● asking and answering <i>how, why,</i> and <i>what if</i> questions	in supporting reading comprehension.

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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: 3W1 Students investigate writing and research processes that support informed written expression.					
Understanding: 3W1.1 Writing can capture ideas, memories, investigations, and stories.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Writing processes used to organize and share messages can involve ● planning ● drafting ● revising ● editing ● sharing	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	Writing processes used to organize and share messages can involve ● planning ● drafting ● revising ● editing ● sharing	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	Writing processes used to organize and share messages can involve ● planning ● drafting ● revising ● editing ● sharing	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

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<p>Planning can include</p> <ul style="list-style-type: none"> consideration of audience, purpose, and form idea generation <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> graphic organizers sketching <p>Drafting involves organizing words on paper during the writing process.</p> <p>Interest can be created by varying sentence beginnings.</p> <p>Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph.</p>	<p>of written texts.</p> <p>Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p> <p>Select a variety of texts to be shared according to their purpose.</p>	<p>Planning can include</p> <ul style="list-style-type: none"> consideration of audience, purpose, and form idea generation <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> graphic organizers sketching <p>Drafting involves organizing words on paper during the writing process.</p> <p>Interest can be created by varying sentence beginnings.</p> <p>Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph.</p>	<p>of written texts.</p> <p>Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p> <p>Select a variety of texts to be shared according to their purpose.</p>	<p>Planning can include</p> <ul style="list-style-type: none"> consideration of audience, purpose, and form idea generation <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> graphic organizers sketching <p>Drafting involves organizing words on paper during the writing process.</p> <p>Interest can be created by varying sentence beginnings.</p> <p>Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph.</p>	<p>of written texts.</p> <p>Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p> <p>Select a variety of texts to be shared according to their purpose.</p>

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Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.		Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.		Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.	
Fluent writing sounds like speaking when read aloud.		Fluent writing sounds like speaking when read aloud.		Fluent writing sounds like speaking when read aloud.	
Sharing can involve selecting a variety of text features to enhance written messages.		Sharing can involve selecting a variety of text features to enhance written messages.		Sharing can involve selecting a variety of text features to enhance written messages.	
Learning Outcome: 3W1 Students demonstrate how attention to skills and strategies can support the clarity of written expression.					
Understanding: 3W1.2 Creative expression can channel imaginative thought and emotion into a variety of texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Creative thinking involves</p> <ul style="list-style-type: none"> considering audience and purpose brainstorming to expand ideas seeking out information to help transform ideas into representations persevering through challenges that may arise 	<p>Examine how relationships between audience, purpose, and text form can influence creative expression.</p> <p>Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.</p> <p>Create written texts that draw upon a variety of sources of inspiration.</p>	<p>Creative thinking involves</p> <ul style="list-style-type: none"> considering audience and purpose brainstorming to expand ideas seeking out information to help transform ideas into representations persevering through challenges that may arise 	<p>Examine how relationships between audience, purpose, and text form can influence creative expression.</p> <p>Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.</p> <p>Create written texts that draw upon a variety of sources of inspiration.</p>	<p>Creative thinking involves</p> <ul style="list-style-type: none"> considering audience and purpose brainstorming to expand ideas seeking out information to help transform ideas into representations persevering through challenges that may arise 	<p>Examine how relationships between audience, purpose, and text form can influence creative expression.</p> <p>Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.</p> <p>Create written texts that draw upon a variety of sources of inspiration.</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> organization word choice presentation <p>Creative ideas for expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> personal experiences background knowledge imagination experiences with text <p>The author's voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice includes interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> sensory details synonyms antonyms 	<p>Select from a variety of text forms or structures to express personal thoughts or feelings.</p> <p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas.</p>	<p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> organization word choice presentation <p>Creative ideas for expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> personal experiences background knowledge imagination experiences with text <p>The author's voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice includes interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> sensory details synonyms antonyms 	<p>Select from a variety of text forms or structures to express personal thoughts or feelings.</p> <p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas.</p>	<p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> organization word choice presentation <p>Creative ideas for expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> personal experiences background knowledge imagination experiences with text <p>The author's voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice includes interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> sensory details synonyms antonyms 	<p>Select from a variety of text forms or structures to express personal thoughts or feelings.</p> <p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas.</p>

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<ul style="list-style-type: none"> specific words or phrases <p>Dialogue can be used to add variety to written texts.</p>		<ul style="list-style-type: none"> specific words or phrases <p>Dialogue can be used to add variety to written texts.</p>		<ul style="list-style-type: none"> specific words or phrases <p>Dialogue can be used to add variety to written texts.</p>	ideas.
Learning Outcome: 3W1 Students demonstrate how attention to skills and strategies can support the clarity of written expression.					
Understanding: 3W1.3 Research processes can support accessing and logically organizing information.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Questioning can help focus research topics and processes.</p> <p>Information can be accessed, stored, and shared in a variety of digital and non-digital ways.</p> <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> reports 	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate for an audience.</p> <p>List sources of information used to inform research.</p>	<p>Questioning can help focus research topics and processes.</p> <p>Information can be accessed, stored, and shared in a variety of digital and non-digital ways.</p> <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> reports 	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate for an audience.</p> <p>List sources of information used to inform research.</p>	<p>Questioning can help focus research topics and processes.</p> <p>Information can be accessed, stored, and shared in a variety of digital and non-digital ways.</p> <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> reports 	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate for an audience.</p> <p>List sources of information used to inform research.</p>

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<ul style="list-style-type: none"> presentations visual representations <p>The information and ideas of others need to be listed (cited) in research writing.</p>		<ul style="list-style-type: none"> presentations visual representations <p>The information and ideas of others need to be listed (cited) in research writing.</p>		<ul style="list-style-type: none"> presentations visual representations <p>The information and ideas of others need to be listed (cited) in research writing.</p>	
Learning Outcome: 3W1 Students demonstrate how attention to skills and strategies can support the clarity of written expression.					
Understanding: 3W1.4 Practice using digital or non-digital methods or tools can support writing fluency.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Written messages can be created using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> printing keyboarding cursive handwriting <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> letter formation size proportion slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> finger reaches keystroking 	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>	<p>Written messages can be created using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> printing keyboarding cursive handwriting <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> letter formation size proportion slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> finger reaches keystroking 	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>	<p>Written messages can be created using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> printing keyboarding cursive handwriting <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> letter formation size proportion slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> finger reaches keystroking 	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>

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• key recognition		• key recognition		• key recognition	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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: 3CV1 Students investigate and demonstrate how conventions support written communication.					
Understanding: 3CV1.1 Capitalization and punctuation can enhance written expression.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Capitalization is used for headings.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> • commas • quotation marks • apostrophes in contractions and possessives <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p>	<p>Capitalization is used for headings.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> • commas • quotation marks • apostrophes in contractions and possessives <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p>	<p>Capitalization is used for headings.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> • commas • quotation marks • apostrophes in contractions and possessives <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p>

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attention to a word that is used in a special way. Adding an apostrophe and <s> can be used to show ownership or possession.	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.	attention to a word that is used in a special way. Adding an apostrophe and <s> can be used to show ownership or possession.	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.	attention to a word that is used in a special way. Adding an apostrophe and <s> can be used to show ownership or possession.	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.
Learning Outcome: 3CV1 Students investigate and demonstrate how conventions support written communication.					
Understanding: 3CV1.2 Grammar can provide a consistent structure for the building of sentences.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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 who or what the sentence is about. The predicate 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).	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 adverbs to describe verbs. Identify subject-verb agreement in a variety of	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 who or what the sentence is about. The predicate 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).	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 adverbs to describe verbs. Identify subject-verb agreement in a variety of	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 who or what the sentence is about. The predicate 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).	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 adverbs to describe verbs. Identify subject-verb agreement in a variety of

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<p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> • possessive nouns ('s) • possessive adjectives (e.g., my, your, his, her, its, our, their) • possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>	<p>sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>	<p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> • possessive nouns ('s) • possessive adjectives (e.g., my, your, his, her, its, our, their) • possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>	<p>sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>	<p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> • possessive nouns ('s) • possessive adjectives (e.g., my, your, his, her, its, our, their) • possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>	<p>sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>

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Learning Outcome: 3CV1 Students investigate and demonstrate how conventions support written communication.					
Understanding: 3CV1.3 Correct spelling can be supported by applying knowledge of word patterns and parts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Spelling patterns include</p> <ul style="list-style-type: none"> 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) <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose-moose, person-people).</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p> <p>If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.</p> <p>Prefixes and suffixes are spelled consistently in</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an <s> to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> 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) <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose-moose, person-people).</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p> <p>If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.</p> <p>Prefixes and suffixes are spelled consistently in</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an <s> to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> 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) <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose-moose, person-people).</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p> <p>If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.</p> <p>Prefixes and suffixes are spelled consistently in</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an <s> to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>

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words. Some words are not spelled in predictable ways.		words. Some words are not spelled in predictable ways.		words. Some words are not spelled in predictable ways.	
Learning Outcome: 3CV1 Students investigate and demonstrate how conventions support written communication.					
Understanding: 3CV1.4 A variety of spelling strategies and tools can be used to enhance written expression.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Spelling strategies can be used to spell words accurately, including</p> <ul style="list-style-type: none"> articulating visualizing transferring prior knowledge trial and error <p>Digital or non-digital tools can be used to help spell words correctly.</p>	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>	<p>Spelling strategies can be used to spell words accurately, including</p> <ul style="list-style-type: none"> articulating visualizing transferring prior knowledge trial and error <p>Digital or non-digital tools can be used to help spell words correctly.</p>	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>	<p>Spelling strategies can be used to spell words accurately, including</p> <ul style="list-style-type: none"> articulating visualizing transferring prior knowledge trial and error <p>Digital or non-digital tools can be used to help spell words correctly.</p>	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>
Learning Outcome: 3CV1 Students investigate and demonstrate how conventions support written communication.					
Understanding: 3CV1.5 Basic guidelines for spelling transferred to writing new text can increase accuracy.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Abbreviations include</p> <ul style="list-style-type: none"> titles days of the week time 	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell contractions in writing.</p>	<p>Abbreviations include</p> <ul style="list-style-type: none"> titles days of the week time 	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell contractions in writing.</p>	<p>Abbreviations include</p> <ul style="list-style-type: none"> titles days of the week time 	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell contractions in writing.</p>

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<ul style="list-style-type: none"> measurements addresses <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>An inflectional ending is a suffix added to a base that indicates</p> <ul style="list-style-type: none"> tense plurality possession comparison <p>The basic guidelines for adding inflectional endings consist of</p> <ul style="list-style-type: none"> dropping the <e> and adding <ing> doubling the letter before adding <ing> or <ed> 	<p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p> <p>Spell singular and plural possessives.</p> <p>Spell some complex plural words.</p> <p>Apply endings that show comparisons.</p> <p>Recognize basic guidelines for adding inflectional endings.</p>	<ul style="list-style-type: none"> measurements addresses <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>An inflectional ending is a suffix added to a base that indicates</p> <ul style="list-style-type: none"> tense plurality possession comparison <p>The basic guidelines for adding inflectional endings consist of</p> <ul style="list-style-type: none"> dropping the <e> and adding <ing> doubling the letter before adding <ing> or <ed> 	<p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p> <p>Spell singular and plural possessives.</p> <p>Spell some complex plural words.</p> <p>Apply endings that show comparisons.</p> <p>Recognize basic guidelines for adding inflectional endings.</p>	<ul style="list-style-type: none"> measurements addresses <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>An inflectional ending is a suffix added to a base that indicates</p> <ul style="list-style-type: none"> tense plurality possession comparison <p>The basic guidelines for adding inflectional endings consist of</p> <ul style="list-style-type: none"> dropping the <e> and adding <ing> doubling the letter before adding <ing> or <ed> 	<p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p> <p>Spell singular and plural possessives.</p> <p>Spell some complex plural words.</p> <p>Apply endings that show comparisons.</p> <p>Recognize basic guidelines for adding inflectional endings.</p>