

English Language Arts Grade 3

Teachers Guide

DRAFT

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English Language Arts Grade 3: Teachers Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

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Introduction Grade Primary – 6 Language Arts Curriculum

The English Language Arts curriculum for Nova Scotia's Grades Primary to 6 is grounded in evidence-based practices, emphasizing the impact of explicit, systematic instruction while remaining responsive to the diverse needs of all students. This curriculum reflects Nova Scotia's commitment to Inclusive Education and aligns with the understandings outlined in the Six Pillars of Effective Reading Instruction. It is structured around four core strands, Foundations of Language, Comprehension, Composition and Connection to the Content Areas which serve as the foundation for effective literacy instruction, fostering student achievement, growth, and well-being.

Aligned with the Nova Scotia Inclusive Education Policy and guided by a Multi-Tiered System of Supports (MTSS) framework, this curriculum is designed to meet the needs of all learners through a tiered approach to universal instruction, intervention, and support. It aims to dismantle systemic barriers and close opportunity gaps, particularly for students from historically marginalized communities, including African Nova Scotian and Mi'kmaw populations. By enhancing universal instruction and integrating culturally responsive teaching practices, the curriculum acknowledges and values the diverse identities and experiences of all students, empowering all students to thrive.

The curriculum is thoughtfully designed to build students' literacy skills progressively from Grades Primary through 6. The learning progression ensures that students develop strong foundational skills in the early grades and gradually move toward mastering more complex literacy and communication skills. While some indicators are consistent across grade levels to reinforce essential skills, the curriculum introduces increased complexity and depth in tasks as students advance. This progression is evident in the variety and difficulty of texts, the sophistication of writing tasks, and the development of oral language and comprehension skills.

The curriculum equips students to engage with increasingly complex academic content across all subject areas, fostering not only critical thinking, creativity, and effective communication but also enhancing their overall content learning and understanding.

Strand A: Foundations of Language

The Foundations of Language strand provides explicit instruction in essential literacy building blocks, including oral language, phonemic awareness, phonics, fluency, vocabulary, and syntax. This foundational work is crucial across all grade levels, ensuring that every student acquires the reading and writing skills needed for academic success. A strong foundation in these areas enables students to engage confidently in independent reading and writing, setting the stage for more advanced literacy learning.

Strand B: Comprehension

In the Comprehension strand, students learn to apply their foundational language skills to understand, analyze, and interpret a wide range of texts. Instruction is designed to progressively build higher order thinking skills, encouraging students to synthesize information, make connections, and critically engage with diverse content. This strand supports students in developing a deeper appreciation for different perspectives, knowledge systems, and literary genres, enriching their understanding of the world around them.

Strand C: Composition

The Composition strand emphasizes the importance of clear and effective written expression. Students receive explicit instruction in the writing process, including planning, drafting, revising, editing, and the fundamentals of transcription. This includes fluency in handwriting, accurate spelling, and developing the skills necessary for digital composition. As students advance, they learn to articulate their thoughts coherently and persuasively across various forms of writing. By mastering these essential skills, students are empowered to express their ideas confidently and accurately in both print and digital formats.

Strand D: Connection to Content Areas

This strand emphasizes the application of literacy skills across subject areas, including Science, Social Studies, Health Education, and more. By integrating reading, writing, speaking, and listening into content learning, students deepen their understanding of subject-specific concepts while strengthening essential literacy skills. This approach supports students in becoming confident, capable communicators who can think critically, engage meaningfully with a range of texts and ideas, and express their learning in a variety of formats. It also reinforces the idea that literacy is not isolated to language arts, it is foundational to success across the curriculum.

Through the integration of these four strands, the Grades Primary to 6 curriculum provides a comprehensive framework that supports the development of well-rounded, literate individuals. By fostering strong communication skills, critical thinking, and cultural awareness, the curriculum prepares students for lifelong learning and active participation in their communities.

Foundations of Language
Strand A
Grade Three Teacher Guide

Overview of Oral and Non-Verbal Communication

Outcome A1

Grade Three Teacher Guide

Oral language instruction remains foundational to literacy development and communication in the later elementary years. While early instruction (Grades Primary -2) establishes a base, continued focus on oral language in Grades 3 to 6 is essential to deepen students' vocabulary, enhance syntactical complexity, build background knowledge and verbal reasoning. These skills are critical for advancing reading comprehension, written expression, and effective oral communication as students engage with more complex texts and ideas.

Outcome A1 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to further develop these critical skills. At this stage, students will refine their ability to contribute thoughtfully to both formal and informal contexts through oral and written communication. Building upon the foundational skills established in earlier grades, students will expand their ability to synthesize information and communicate their understanding effectively.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly honouring the rich contributions of Mi'kmaw, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and leveraged as assets in their learning journey. Integrated instruction builds academic language, reading and writing and has a significant positive impact on Literacy growth. This inclusive approach fosters an environment where all students feel acknowledged and respected, promoting a deeper mutual understanding and appreciation of diversity within our classrooms.

Integrated Language Arts instruction, where connections are made with Science, Social Studies, Health, and the Arts, becomes increasingly important in Grades 3 to 6. Students engage in more complex and meaningful communication as they explore cross-curricular topics. Listening and speaking activities, such as debates, presentations, collaborative discussions, and dramatic role-plays, help students apply their language skills in authentic, culturally relevant contexts. These activities affirm students' experiences and encourage them to draw upon their own backgrounds and interests, enhancing engagement and learning.

Key Indicators in Outcome A1:

1. **Listening for Communication and Comprehension:** As students' progress, they will refine their ability to listen, interpret messages accurately, and engage critically with the information they hear or take in. These skills are essential for effective participation in discussions, collaborative projects, and problem-solving activities.
2. **Oral and Non-Verbal Communication Strategies:** Students will explore and apply a wider range of strategies to enhance spoken interactions, using tone, pace, volume, and non-verbal cues like facial expressions and gestures. These skills will enable them to communicate their ideas more clearly and adapt their communication to various contexts and audiences.
3. **Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication:** Explicit instruction in expanding vocabulary, word choice, and applying more complex syntactical structures and grammar will continue to be a focus. These elements support not only oral communication but also the development of reading comprehension of more complex texts and written expression.

The emphasis in Grades 3 to 6 is on enabling students to express themselves with greater clarity and depth. Through thoughtfully designed classroom activities guided by curriculum outcomes, students will develop the confidence to articulate their thoughts, listen critically and empathetically to others, and adapt their communication strategies for different purposes and audiences. By supporting the growth of these skills, we prepare students to engage meaningfully with the world around them and to become thoughtful, effective communicators.

Outcome A1: Grade 3

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.1 Listening and Communicating for Comprehension

Grade 3 Use listening strategies to understand oral communication and interact with various contexts including cultural contexts.	Grade 4 Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.	Grade 5 Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.	Grade 6 Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.
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Growing Understanding

<p>Listening Strategies: Techniques that enhance comprehension and engagement during oral communication. These include active listening, asking questions, summarizing, and clarifying. Students need to learn that the appropriateness of communication varies by context and that effective listeners must be aware of these nuances to respond appropriately.</p> <p>Fix-Up Strategies: Techniques that listeners use to “fix-up” misunderstandings or confusion during communication. Examples include rephrasing, asking for clarification, or summarizing what has been said to confirm understanding.</p> <p>Formal Situations: Structured contexts such as classroom activities, presentations, or workshops where communication is typically more regulated and follows specific norms.</p> <p>Informal Situations: Casual contexts like conversations with peers, play, or family discussions that allow for more personal expression.</p>	<p>Culturally Responsive Teaching Considerations:</p> <p>Integrate lessons that expose students to various cultural communication styles, emphasizing respect and understanding of differences.</p> <p>Situational Appropriateness: The ability to adjust one's listening and communication style based on the context and the individuals involved, ensuring effective interaction.</p> <p>Social and Cultural Norms: The unwritten rules that guide behavior and communication within specific groups or cultures, impacting how individuals express themselves and interpret others' messages.</p> <p>Reflection and Discussion: After listening activities, facilitate discussions that allow students to reflect on their experiences, the strategies they used, and what they learned about listening in different contexts</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">▪ Demonstrate listening by acknowledging the speaker when appropriate, for example through body language.▪ Ask relevant questions to clarify understanding during discussions.▪ Summarize key points from a conversation or presentation in their own words.▪ Reflect on personal experiences related to the topic being discussed.▪ Adjust their responses based on the context and audience.▪ Recognize different communication styles in various contexts.▪ Participate in both formal and informal conversations with confidence.▪ Express thoughts and feelings respectfully during discussions.▪ Utilize fix-up strategies to address misunderstandings when they occur.▪ Collaborate with peers in group settings, demonstrating effective listening and responding.
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Outcome A1: Grade 3

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.2 Oral and Non-Verbal Communication Strategies

Grade 3 Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.	Grade 4 Identify and use oral and non-verbal communication strategies to understand or communicate ideas and meaning.	Grade 5 Identify and use oral and non-verbal communication strategies to understand or share ideas and meaning.	Grade 6 Identify and use and non-verbal communication strategies and describe how these strategies support understanding.
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Growing Understanding

Oral Communication Strategies Clarifying Questions: Asking questions to understand a speaker’s message more clearly (e.g., "Can you explain that part again?"). Paraphrasing: Restating the speaker’s message in their own words to confirm understanding (e.g., "So you mean..."). Expressive Tone: Using voice tone, pitch, and volume to emphasize important points or convey emotion. Non-Verbal Communication Strategies Facial Expressions: Using expressions (smiling, frowning) to show engagement or reactions. Gestures: Using hand movements or other gestures to support spoken words (e.g., thumbs up for agreement). Body Language: facing the speaker and sitting or standing attentively to show focus and respect.	Analyzing Evidence from Speaker: Using the speaker’s tone, facial expressions, and gestures to interpret meaning beyond words. Summarizing Meaning: Identifying and summarizing the key points of a message. Contributing to the Meaning of Messages Adding Ideas: Offering relevant thoughts, examples, or questions to extend the discussion. Clarifying for Others: Repeating or explaining a point for other listeners if needed. Building on Others’ Ideas: Responding thoughtfully to others’ contributions to deepen understanding of the topic. Culturally Responsive Teaching Consideration: Understanding that non-verbal cues (like eye contact or gestures) may have different meanings in different cultures. Learning to be aware and respectful of cultural differences in communication styles.
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Evidence of Learning for Indicators

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Look for in Grade 3

- Ask questions to understand or clarify the speaker’s message.
- Restate or paraphrase key points of a message to confirm understanding.
- Use appropriate tone and volume to emphasize important ideas or emotions in their response.
- Nod or use gestures that indicate active listening and understanding (e.g., thumbs up for agreement).
- Summarize key ideas shared in the conversation.
- Offer ideas that add to or expand on the original message.
- Provide examples that connect to the message or topic.
- Repeat or clarify information for peers if needed to support group understanding.
- Acknowledge others’ ideas and build on them in discussion.

Outcome A1: Grade 3

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.3 Vocabulary, Word Choice, Syntax and Grammar

Grade 3 Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Grade 4 Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Grade 5 Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Grade 6 Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.
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Growing Understanding

Word Choice and Vocabulary Word Choice: Selecting specific and relevant words to express ideas clearly and accurately. Vocabulary Development: Explicitly teach both everyday vocabulary and subject-specific terms to communicate information effectively. Example: For a science discussion, using words like “electrostatic forces” or “organisms” Syntax Syntax: Arranging words in a logical order to form clear and coherent sentences. Example: Using correct sentence structure, such as “Only I want pizza. or I only want pizza.” Encouraging students to try out different sentence types (e.g., questions, statements) to express ideas with variety. Grammar Basic Grammar Rules: Using correct grammar for clarity, including subject-verb agreement, verb tense consistency, and proper use of pronouns. Reinforcing grammar in oral and written responses to promote effective communication. Culturally Responsive Teaching Considerations: We all communicate in various ways and for various purposes. It is essential that we foster classrooms that recognize that students bring rich linguistic backgrounds, including diverse home dialects.	When teaching grammar and syntax, it’s important that students learn to recognize how to adjust their grammar and syntax to communicate effectively in a variety of contexts. Affirming Home Dialect: Recognize and value the language or dialect students use in their home and community as a valid, meaningful, and essential part of their identity. This approach acknowledges that students’ home language is an asset rather than a deficit. Importantly, dialectical variation is not an error. Code-Switching The ability to shift between different forms of language or dialects depending on the context or audience. It involves helping students understand when it might be beneficial to use more formal language (such as presentations) versus informal or home language (like when talking to friends or family). Responding to Questions and Communicating Information Answering with Complete Thoughts: Teaching students to respond to questions with complete sentences that provide full answers. Relevant Information: Encouraging students to stay on topic and give information that directly relates to the question asked. Clarifying Information: Ensuring responses are clear and that listeners or readers can understand the main point.
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Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Use specific words that accurately reflect their ideas or topic.
- Include subject-specific vocabulary when discussing topics in areas like science or social studies.
- Orally construct sentences that are clear and logical, with correct word order.
- Follow basic grammar rules to ensure clarity (e.g., subject-verb agreement, proper pronouns).
- Add details to expand on ideas, providing examples or descriptions when explaining.
- Answer questions in complete sentences that clearly convey their thoughts.
- Stay on topic in responses to ensure information is relevant to the question or discussion.
- Provide clear explanations that help others understand the main idea.
- Correct grammar errors when prompted or show awareness of grammar in their answers.
- Use various sentence types to add variety and interest in their communication (e.g., questions, statements).

Overview of Foundational Word Reading and Spelling

Outcome A2

Grade Three Teacher Guide

Word-level reading, spelling, vocabulary, and fluency are critical components of literacy development in the later elementary years. While the early grades (Primary to Grade 2) establish a strong foundation in phonics and basic word reading, instruction in Grades 3 to 6 shifts to more advanced skills that enable students to become proficient, independent readers and writers. This outcome focuses on consolidating students' orthographic and morphological knowledge, expanding their vocabulary, and enhancing their reading fluency. These skills are essential for supporting reading comprehension, written expression, and effective communication as students engage with more complex texts across various subjects.

Outcome A2 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to develop these essential skills. At this stage, students will deepen their ability to decode, spell, and understand words, using strategies that move beyond phonics to include word structure and meaning. This progression is crucial as students transition to reading and writing for learning in different content areas, applying their literacy skills to science, social studies, health, and the arts. By building on the foundational skills established in earlier grades, students will strengthen their capacity to read accurately and fluently, enabling them to access and understand increasingly sophisticated texts.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly celebrating the contributions of Mi'kmaq, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and integrated into their learning. Providing explicit, systematic instruction in foundational word reading, spelling, and vocabulary is an equity-driven approach. These skills are not only essential for academic success, but they also serve as powerful tools to close opportunity gaps that have historically impacted Mi'kmaq and African Nova Scotian learners.

As students progress through Grades 3 to 6, Integrated Language Arts instruction becomes more vital, with connections made to cross-curricular topics. By exploring vocabulary, word meanings, and fluency in context, students develop a deeper understanding of content and are able to express their ideas more clearly. Classroom activities such as reading diverse texts, engaging in vocabulary-rich discussions, and practicing fluent reading in meaningful contexts encourage students to apply their language skills authentically and purposefully.

Key Indicators in Outcome A2:

- 1. Word-Level Reading and Spelling: Using Phonics and Orthographic Knowledge**
In Grade 3, students will consolidate their phonics and orthographic knowledge to decode and spell words. By Grades 4 to 6, instruction shifts towards using morphological knowledge to understand and spell complex words with accuracy and automaticity.
- 2. Word-Level Reading and Spelling: Using Morphological Knowledge**
Across Grades 3 to 6, students will leverage their understanding of roots, prefixes, and suffixes to decode, spell, and infer the meanings of unfamiliar words, supporting reading comprehension and writing.
- 3. Vocabulary Development**
Explicit instruction in vocabulary will continue to expand students' language abilities. This is crucial for enhancing comprehension and expressive skills in various subjects. Effective vocabulary instruction emphasizes both Tier 2 and Tier 3 words. Tier 1 words are every day, high-frequency words that students encounter regularly, such as *run* or *happy*. Tier 2 words, in contrast, are high-utility words that appear across various contexts and subjects, such as *analyze*, *predict*, or *justify*. These words are particularly important because they help students engage with academic texts and discussions more deeply.
- 4. Reading Fluency: Accuracy, Rate, and Prosody**
Instruction will focus on reading with accuracy, appropriate rate, and expression to support comprehension. As students become more fluent readers, they can focus on the meaning of the text rather than decoding, which allows for deeper engagement with content.

By supporting the growth of these skills, students are better prepared to engage meaningfully with complex texts and diverse content areas. Through thoughtfully designed instructional practices guided by the curriculum, students will develop the ability to read and write with confidence, accuracy, and fluency, equipping them for lifelong learning.

Outcome A2: Grade 3

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.1 Word-Level Reading and Spelling: Using Phonics Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use consolidated phonics knowledge, including phonemic blending and segmentation, to fluently read and spell multisyllabic words various text contexts.			

Growing Understanding

<p>Consolidated Phonics Knowledge: The ability to apply a well-developed understanding of letter-sound relationships, including the ability to decode and encode words using phonics patterns. This includes knowledge of vowel and consonant sounds, digraphs and blends.</p> <p>Phonemic Blending: The skill of combining individual phonemes (sounds) into words. For example, blending the sounds /n/, /a/, /p/, /k/, /i/ and /n/ to form the word "napkin."</p> <p>Phonemic Segmentation: The skill of breaking down words into their individual phonemes (sounds). For example, segmenting the word "bat" into /b/, /a/, and /t/.</p> <p>Word Decoding: The process of using knowledge of phonics and syllable patterns to read or pronounce words.</p> <p>Word Encoding: The process of applying phonics knowledge to spell words correctly by translating sounds into the appropriate letters or groups of letters.</p> <p>Text Contexts: The different environments or situations in which reading and spelling occur, such as in narrative texts, informational texts, or during everyday reading and writing tasks. Understanding text context helps students adapt their phonics knowledge to a variety of reading and writing situations.</p>	<p>Multisyllabic Decoding: Common patterns that can help in decoding and encoding multisyllabic words, such as closed syllables, open syllables, silent e, and vowel teams. Understanding these patterns aids in recognizing and spelling longer words. Most common examples:</p> <p>Closed syllables have a short vowel sound (e.g., cat, hop).</p> <p>Open syllables have a long vowel sound (e.g., me, go).</p> <p>Vowel-consonant-e syllables have a long vowel sound with a silent e at the end (e.g., cake, ride).</p> <p>Vowel teams involve two vowels that work together (e.g., boat, rain).</p> <p>R-controlled syllables are affected by the letter "r" following a vowel (e.g., car, bird).</p> <p>Consonant-le syllables end with a consonant and "le" (e.g., table, circle).</p> <p>Multisyllabic Words: Words with more than one syllable, which may require students to apply knowledge of syllable division rules and strategies for reading and spelling.</p> <p><i>See Appendix A2.1</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

- Blend individual sounds to read single syllable and multisyllabic words accurately.
- Segment words into their individual sounds to aid in spelling and reading.
- Decode multisyllabic words by applying phonics knowledge.
- Use multisyllable decoding strategy to read and spell longer words correctly.
- Identify and pronounce multisyllabic words with increasing accuracy in context.
- Spell multisyllabic words correctly by applying phonemic segmentation and blending skills.
- Demonstrate the ability to apply phonics knowledge to read and write a variety of texts, including narrative and informational texts.
- Read multisyllabic words fluently within sentences, showing understanding of word meaning in context.
- Apply phonics knowledge to decode and spell unfamiliar words encountered in reading and writing activities.

Outcome A2: Grade 3

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.2 Word level Reading and Spelling: Using Orthographic Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use consolidated orthographic knowledge, including position-based tendencies, to spell or recognize words while reading.			

Growing Understanding

<p>Orthographic Knowledge: The understanding of spelling patterns, rules, and conventions in a language. This includes knowledge of how letters combine to form sounds, how words are spelled, and the predictable patterns that govern spelling in English.</p> <p>Position-Based Tendencies: Understanding that certain spelling or pronunciation patterns tend to occur in particular positions within words. For example, at the end of a word or syllable the sound /ch/ is typically spelled -tch when it comes after a short vowel (catch, kitchen) or -ch after a long vowel or consonant (reach, bench) and vowels in the final position may have different sounds or roles (e.g. silent “e” at the end of “hope”) The letters “ck” typically appear at the end of one-syllable words following a short vowel, as in duck or rock.</p>	<p>Word Patterns: Regularities or tendencies in spelling and pronunciation that help readers and writers make educated guesses about how a word should be spelled or pronounced. For example, knowing that “ai” often makes the long “a” sound in words like “rain.”</p> <p>In Grade 2, students start to build their orthographic knowledge by recognizing common spelling patterns, sounds, and simple affixes. They also learn basic position-based tendencies like common letter combinations (e.g., “sh,” “ch,” “th”). In Grade 3, students expand upon this by applying their understanding of orthographic patterns to more complex words, recognizing the position-based tendencies in multisyllabic words, and using this knowledge to improve both spelling and pronunciation in reading and writing.</p> <p><i>See appendix A2.1</i></p>
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Evidence of Learning for Indicators

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Look for Grade 3
<ul style="list-style-type: none">Recognize common spelling patterns and rules, applying them when reading and writing.Apply position-based tendencies to help pronounce words correctly (e.g., knowing that y is often pronounced long i at the end of one syllable words (cry, spy) and long e at the end of two syllable words (happy, tiny)Spell words correctly by applying orthographic knowledge, such as affixes, syllable patterns, and common word endings.Pronounce unfamiliar words correctly by using orthographic clues and patterns (e.g., recognizing the “ea” pattern often makes the long “e” sound in “read”).Use consolidated knowledge of word structure to read multisyllabic words accurately and fluently.Spell multi-syllabic words by breaking them into syllables and recognizing common syllable patterns.

Outcome A2: Grade 3

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.3 Word Level Reading and Spelling: Using Morphological Knowledge

Grade 3 Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.	Grade 4 Use developing morphological knowledge to understand, read and spell words with increasing independence.	Grade 5 Use developing morphological knowledge and to understand, read and spell words with increasing independence.	Grade 6 Use morphological knowledge and to understand, read and spell words with increasing independence.
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Growing Understanding

<p>Morphemes: The smallest units of meaning in a language. Morphemes can be bases that stand on their own (like "book") or parts of words, such as prefixes, suffixes, or bases.</p> <p>Root Words: The main part of a word, to which prefixes and suffixes can be added. Root words are the foundation for many other words in the language (e.g., "care" in "careful," "careless," and "caregiver").</p> <p>Prefixes: Morphemes added to the beginning of root words that change the meaning of the word. Common examples include:</p> <p>un- (e.g., "unhappy") re- (e.g., "replay") pre- (e.g., "pretest")</p> <p>Suffixes: Morphemes added to the end of root words that modify the word's meaning or its part of speech. Common examples include:</p> <p>-ful (e.g., "joyful") -less (e.g., "hopeless") -ing (e.g., "playing")</p>	<p>Word Meaning: Understanding how morphemes work together to form the meaning of a word. For example, knowing that "pre-" means "before" helps in understanding "preview" (to view something before).</p> <p>Suffix Spelling Patterns: Understanding that prefixes and suffixes follow certain patterns in spelling. For example, when adding a vowel suffix like -ing to a base, doubling the final consonant is necessary when the base ends in a single consonant (run becomes running) since run ends in a single consonant but walk does not double since it does not end in a single consonant. (walk becomes walking)</p> <p>In Grade 2, students begin building a foundation for understanding word structure by recognizing simple spelling patterns and syllables. In Grade 3, students are introduced to the concept of morphology, expanding their understanding by focusing on morphemes—base words, prefixes, and suffixes. They start to understand how these units of meaning work together to form complex words, helping them decode unfamiliar words and spell them more accurately.</p> <p><i>See appendix A2.3</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

<ul style="list-style-type: none">Recognize common prefixes (e.g., un-, re-, pre-) and suffixes (e.g., -ful, -less, -ing) and understand how they change the meaning of root words.Identify the base word in a word with a prefix or suffix (e.g., "play" in "replay," "joy" in "joyful").Apply knowledge of prefixes and suffixes to decode unfamiliar words (e.g., understanding that "dislike" means "not like").Use morphemes to help spell words correctly by recognizing how base words, prefixes, and suffixes are combined (e.g., "careful," "playful").Construct new words by adding prefixes or suffixes to known root words (e.g., adding "-ing" to "read" to form "reading").Use developing knowledge of morphemes to break apart multisyllabic words into parts to help with pronunciation and spelling (e.g., "happiness" = "happy" + "-ness").Demonstrate an understanding of how morphemes affect the meaning of a word in reading and writing (e.g., understanding that "helpful" means "full of help," and "unhelpful" means "not helpful").Spell words with common prefixes and suffixes correctly by applying knowledge of word structure (e.g., "hoped," "joyful," "baking").

Outcome A2: Grade 3

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.4 Vocabulary

Grade 3 Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Grade 4 Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Grade 5 Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.	Grade 6 Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.
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Growing Understanding

<p><i>Please see Strand D for connection to subject area vocabulary and content area integration.</i></p> <p>Explicitly Taught Vocabulary: Words that are taught directly in lessons, with clear definitions, context, and usage. This includes both general academic vocabulary (e.g., “investigate,” “analyze,” “research”) and subject-specific vocabulary relevant to the content areas such as science (e.g., “soil,” “electrostatic,” “photosynthesis”) and social studies (e.g., “Acadians,” “Treaty Education,” “democracy”).</p> <p>Contextual Use of Vocabulary: Encouraging students to apply vocabulary appropriately across different contexts, whether they are discussing concepts in language arts, science, or social studies. Understanding how words change meaning depending on the context helps students use vocabulary effectively. For example, terms like “investigate” and “research” may be used in both science experiments and social studies inquiries. As an example, the word <i>culture</i> in science can mean: the growth of bacteria, cells, or other living organisms in a controlled environment, such as in a petri dish. And in Social Studies, <i>culture</i> may refer to: the beliefs, customs, arts, traditions, and social behaviors of a group of people.</p> <p>Academic Language: The specialized language used to discuss and understand academic concepts. This includes the use of both general and specific terms that support students’ comprehension and communication in science and social studies. In science, this might include technical terms like “electrostatic,” “absorption,” and “photosynthesis.” In social studies, it would include terms like “democracy,” “rights and responsibilities,” and “community.”</p>	<p>Vocabulary Development: Vocabulary development is central to comprehension and communication. Grade 3 students should be explicitly taught both Tier 1 and Tier 2 vocabulary.</p> <p>Tier 1 Vocabulary: These are common, everyday words that students are already familiar with in their spoken language. They include basic terms like “book,” “run,” “happy,” or “friend.” While students know these words, they still need practice using them in writing and academic contexts.</p> <p>Tier 2 Vocabulary: These words are more academic in nature and are often used across subjects but are not as commonly encountered in daily conversations. Examples include words like “compare,” “analyze,” “determine,” or “sudden.” Tier 2 words help to build academic fluency and support comprehension, particularly in more complex texts.</p> <p>Building Strong Vocabulary: Vocabulary instruction should be integrated into reading, writing, speaking, and listening activities.</p> <p>Teachers should use a variety of strategies to help students internalize vocabulary, such as using words in context, word walls, vocabulary games, and explicit teaching of word meanings and roots.</p> <p>Students should be encouraged to use new vocabulary in their writing and oral communication to reinforce their understanding.</p> <p><i>See Appendix A2.4</i></p>
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Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">▪ Use basic Tier 1 vocabulary accurately in both spoken and written communication (e.g., “dog,” “play,” “house”).▪ Apply Tier 2 academic vocabulary in discussions and writing (e.g., “compare,” “analyze,” “important”) to express more complex ideas.▪ Use language arts vocabulary to discuss parts of speech, sentence structure, and other writing elements (e.g., “verb,” “noun,” “sentence”).▪ Understand and correctly apply words learned from reading texts, using them in both writing and conversation.▪ Identify and use words that are specific to particular subjects, such as science and social studies.▪ Use new vocabulary from word walls, activities, and discussions in their writing and speaking.▪ Demonstrate an understanding of new vocabulary by correctly using words in appropriate contexts.

Outcome A2: Grade 3

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.5 Reading Fluency: Accuracy, Rate and Prosody

Grade 3 Read texts fluently with accuracy, pacing and expression to support comprehension.	Grade 4 Read texts fluently with accuracy, pacing and expression to support comprehension.	Grade 5 Read texts fluently with accuracy, pacing and expression to support comprehension.	Grade 6 Read texts fluently with accuracy, pacing and expression to support comprehension.
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Growing Understanding

<p>Fluency: Reading fluently means reading smoothly and at an appropriate speed, with accurate pronunciation. In Grade 3, fluency also involves recognizing and using age-appropriate vocabulary, understanding sentence structures, and maintaining natural phrasing. Phrasing refers to grouping words together in a way that reflects the meaning of the text, helping to convey tone, emphasis, and understanding. This skill supports overall comprehension by making reading sound more like natural speech.</p> <p>Accuracy: Ensuring that words are pronounced correctly and that the meaning is understood. Grade 3 students will continue to develop word recognition skills and strategies to decode unfamiliar words, combining their phonics, orthography and morphology knowledge.</p> <p>Fluency in Silent Reading: Students should work toward reading texts fluently with accuracy, pacing, and expression to support comprehension, ensuring that silent reading maintains an appropriate grade pace and understanding.</p>	<p>Rate: Students should read at a pace that allows them to comprehend what they are reading. In Grade 3, students should be moving towards more consistent pacing, with less hesitation in their reading.</p> <p>Prosody refers to the rhythm, stress, and intonation patterns used when reading aloud or speaking. It includes elements such as pitch, tone, volume, pace, and expression, all of which contribute to conveying meaning and emotion in spoken language. Students should be aware of how to adjust their voice based on the type of text they are reading. For example, when reading a dialogue, they should use different tones for different characters. This also involves using expression to convey meaning.</p> <p>Comprehension Support: Fluent reading supports comprehension by helping students focus on the meaning of the text rather than decoding every word. Encouraging students to pause and reflect after reading sections helps them retain and understand content.</p> <p>In Grade 2, students develop word recognition skills and begin reading with accuracy. By Grade 3, they are expected to begin reading with greater fluency and pacing, focusing on improving their expression and intonation. The move from decoding to comprehension becomes more prominent in Grade 3 as they read increasingly complex texts.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

- Read aloud at appropriate speed, avoiding rushing or lingering too long on individual words.
- Use proper intonation when reading dialogue, differentiating between characters or questions and statements.
- Recognize and pronounce words correctly, demonstrating accuracy in reading.
- Pause at appropriate points in the text, especially at punctuation marks, to support comprehension.
- Adjust pacing based on the text type (e.g., slower for complex informational texts, quicker for familiar or repetitive texts).
- Show understanding through changes in expression, such as raising voice for excitement or softening it for sadness.

Overview of Language Conventions for Reading and Writing

Outcome A3

Grade Three Teacher Guide

In Grades 3 to 6, literacy instruction shifts towards refining students' understanding and application of writing conventions, sentence structure, and grammar. Building on the foundational skills developed in earlier grades, this outcome looks to grow students' abilities to compose clear, cohesive, and varied sentences, while also deepening their knowledge of grammar and the effective use of capitalization and punctuation. These skills are essential not only for writing but also for enhancing reading comprehension and communication across subjects.

Outcome A3 in Grades 3 to 6 guides classroom instruction to help students master more advanced aspects of written and oral language. At this stage, students will move beyond simple sentence construction to include compound and complex sentence forms, allowing them to express more nuanced ideas and relationships. By understanding how different parts of speech and sentence structure function, students can communicate their thoughts more effectively and with greater precision.

Our classrooms are enriched by the diverse linguistic backgrounds of students, including those from Mi'kmaq, African Nova Scotian, and other cultural communities, as well as English as an Additional Language (EAL) learners. Recognizing that students' home languages and dialects influence their writing, this curriculum emphasizes the importance of valuing these diverse linguistic resources. By providing explicit instruction in standard written conventions while affirming students' linguistic identities, educators create an inclusive environment where all learners feel valued and respected.

This inclusive approach helps students see the differences in language conventions not as deficits but as variations that can be understood and navigated. By embracing linguistic diversity, teachers support students in developing strong writing skills while respecting their cultural backgrounds.

As students progress through Grades 3 to 6, the integration of writing conventions with content learning becomes increasingly important. By connecting grammar, sentence structure, and punctuation to subjects like science, social studies, and the arts, students learn to communicate their understanding of content clearly and effectively. Through activities such as writing informational reports, constructing persuasive essays, and engaging in creative storytelling, students apply their language skills in meaningful, real-world contexts.

Key Indicators in Outcome A3:

- Syntax and Sentence Structure**
Students receive explicit instruction on how word order and sentence structure convey meaning. In Grade 3, students learn to compose simple, compound, and complex sentences. As they progress to Grades 4 through 6, they refine their skills to include compound-complex sentences, using different sentence types to show relationships between ideas and enhance clarity in their writing.
- Grammar**
Instruction focuses on understanding and using parts of speech correctly to enhance sentence clarity and coherence. By Grades 5 and 6, students deepen their understanding of how grammar supports both comprehension and communication. This approach moves beyond memorizing rules to applying grammatical knowledge in authentic writing and reading tasks.
- Capitalization and Punctuation**
Proper use of capitalization and punctuation is crucial for the readability and flow of texts. Beginning with a focus on basic rules in Grade 3, students learn to use a variety of punctuation marks to communicate meaning more effectively. By Grades 5 and 6, students apply these conventions in more complex writing, such as dialogue and extended written pieces, to improve clarity and expression.

Through structured and explicit instruction, Outcome A3 supports the development of confident writers and communicators who can navigate the complexities of language. By affirming the diverse linguistic backgrounds of students and recognizing their unique language experiences, we create a supportive and inclusive learning environment where all students can achieve success. This approach not only supports academic achievement but also fosters a deeper appreciation of linguistic and cultural diversity, preparing students to become thoughtful, effective communicators in a global society.

Outcome A3: Grade 3

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.1 Syntax and Sentence Structure

Grade 3 Compose simple, compound, and complex sentences in writing using syntax, sentence structure.	Grade 4 Identify and create different sentence types, including simple and compound sentences.	Grade 5 Identify and create different sentence types, including compound-complex sentences.	Grade 6 Use different sentence types to communicate clearly, including complex sentences to show relationships between ideas.
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Growing Understanding

<p>The relationship between reading and writing is reciprocal, meaning that the skills developed in one area directly support and enhance the other. In the context of applying knowledge of sentence structure, grammar, capitalization, and punctuation, learners benefit from understanding how these elements function in both reading and writing.</p> <p>Syntax and Sentence Structure: Syntax refers to the rules and patterns that govern how words are arranged in sentences to convey meaning. In Grade 3, students should learn to construct simple, compound, and complex sentences:</p> <p>Compound sentences: Two independent clauses joined by a coordinating conjunction (e.g., "The cat sleeps, and the dog barks"). A coordinating conjunction is a word that joins two ideas of equal importance—often two independent clauses (complete sentences that can stand alone). In a compound sentence, a coordinating conjunction links these two clauses together with a comma before the conjunction.</p> <p>Complex sentences: A sentence that contains an independent clause and at least one dependent clause (e.g., "The cat sleeps because it is tired").</p> <p>Culturally Responsive Teaching Considerations: Students may speak or write in dialects that have different sentence structures or parts of speech. It's essential to validate these dialects, while also helping students understand and apply standard grammar in academic writing.</p>	<p>Create a space where students feel comfortable using their language varieties while also learning to adjust their language use in formal academic contexts.</p> <p>Emphasize that language and dialect are tools for communication and that adjusting one's language style can enhance clarity, depending on the audience or context.</p> <p>Grammar Awareness: Teachers should help students understand how parts of speech (e.g., nouns, verbs, adjectives) come together to form sentences. Encouraging students to explore the grammatical choices they make while constructing sentences will help them improve both spoken and written communication.</p> <p>Scaffolding Language Learning: For students who are bilingual or multilingual, syntax instruction should be sensitive to the different language structures they bring to the classroom. Understanding that they may need support in transitioning between different syntactic structures is key. Teachers should model various sentence structures and provide opportunities for students to practice writing and speaking in both their home languages and standard academic English.</p> <p>As students' progress, the ability to manipulate sentence structure to serve different purposes (informing, persuading, entertaining) becomes more emphasized. Additionally, culturally responsive teaching practices, such as acknowledging the use of home language and dialect, will be increasingly integrated as students develop a broader range of sentence structures.</p> <p><i>See appendix A3.1</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Compose simple sentences with correct subject-verb agreement and clear meaning.
- Combine sentences into compound sentences using coordinating conjunctions like "and," "but," "or" (e.g., "I read, and my brother plays.").
- Write complex sentences by adding dependent clauses to independent clauses (e.g., "I read because I like books.").
- Incorporate a variety of sentence structures in writing to make their ideas more interesting and clearer.
- Use their home language or dialect comfortably in informal settings, showing respect for different linguistic practices, while adapting to standard written English in formal contexts.
- Apply knowledge of sentence structure to both writing and oral communication, demonstrating fluency and accuracy in various contexts.

Outcome A3: Grade 3

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.2 Grammar

Grade 3 Identify how parts of speech and sentence structures to support reading comprehension and writing.	Grade 4 Identify how different parts of speech work in sentences and use them correctly to support reading comprehension and writing.	Grade 5 Recognize how different parts of speech work in sentences to communicate clearly, support reading comprehension and writing.	Grade 6 Recognize how parts of speech work and use them to communicate clearly and support reading comprehension and writing.
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Growing Understanding

<p>Parts of Speech: Understanding the parts of speech is fundamental for building sentences and comprehending text.</p> <p>Nouns: Words that name people, places, things, or ideas (e.g., "dog," "school," "happiness").</p> <p>Verbs: Words that describe actions or states of being (e.g., "run," "eat," "is").</p> <p>Adjectives: Words that describe nouns (e.g., "happy," "blue," "tall").</p> <p>Adverbs: Words that modify verbs, adjectives, or other adverbs (e.g., "quickly," "very," "loudly").</p> <p>Pronouns: Words that replace nouns (e.g., "he," "she," "it," "they").</p> <p>Prepositions: Words that show relationships between nouns or pronouns and other words in a sentence (e.g., "under," "over," "between").</p> <p>Conjunctions: Words that connect words, phrases, or clauses (e.g., "and," "but," "or").</p>	<p>Sentence Structure and Meaning: Students should understand how the parts of speech work together to form sentences. For example, knowing that adjectives describe nouns and adverbs describe verbs helps students recognize how to construct and understand more meaningful sentences.</p> <p>Comprehension: By using knowledge of parts of speech, students are better equipped to understand and analyze the meaning of sentences. For example, recognizing how verbs and adverbs work together can help students better understand action and detail in a text.</p> <p>Communication: Understanding parts of speech also helps students express themselves clearly. For example, knowing where to place adjectives and adverbs in a sentence helps students describe things more precisely and effectively.</p> <p>Culturally Responsive Teaching: Students may bring diverse linguistic backgrounds to the classroom. Some students may use different dialects or languages in informal settings, and teachers should validate and support these variations while guiding students to use standard grammar when writing in academic contexts.</p> <p><i>See appendix A3.2</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">Identify and use nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions correctly in sentences.Construct simple sentences that contain at least one noun and a verb (e.g., "The cat sleeps.").Expand sentences by adding adjectives and adverbs to provide more detail (e.g., "The big dog runs quickly.").Combine ideas into compound sentences by using conjunctions like "and," "but" and "or" (e.g., "I like apples, but I don't like oranges.").Use pronouns correctly to replace nouns and avoid repetition (e.g., "She is going to the store." instead of "Maria is going to the store.").Recognize how parts of speech work together to create meaning (e.g., understanding that "loudly" modifies the verb "shouted" in "He shouted loudly.").Identify the role of prepositions in showing relationships (e.g., "The cat is under the table.").

Outcome A3: Grade 3

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.3 Capitalization and Punctuation

Grade 3 Apply knowledge of capitalization and appropriate punctuation when reading and writing.	Grade 4 Use capitalization and a variety of punctuation correctly, to communicate clearly.	Grade 5 Use capitalization and a variety of punctuation correctly to communicate clearly.	Grade 6 Use capitalization and a variety of punctuation correctly to communicate clearly.
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Growing Understanding

<p>Capitalization: Students should apply basic rules of capitalization, including:</p> <p>Capitalizing the first word of a sentence (e.g., "The dog barks.").</p> <p>Capitalizing proper nouns, including names of people, places, and specific things (e.g., "John," "New York," "Monday").</p> <p>Capitalizing the pronoun "I" (e.g., "I like ice cream.").</p> <p>Punctuation: Students should understand the basic punctuation marks and their purposes, including:</p> <p>Period (.): Used at the end of declarative sentences (e.g., "The cat sleeps.").</p> <p>Question mark (?): Used at the end of questions (e.g., "Where are you going?").</p> <p>Exclamation mark (!): Used to show strong feelings or emphasis (e.g., "Wow, that's amazing!").</p> <p>Comma (,): Used to separate items in a list, after introductory elements, and to set off non-essential information (e.g., "I like apples, oranges, and bananas.").</p> <p>Quotation marks (" "): Used to enclose direct speech or quotations (e.g., "She said, 'I am going to the store.'").</p> <p>Reading and Writing Connection: Understanding capitalization and punctuation is crucial for both reading comprehension and clear writing. When students read, they should be able to recognize these conventions to understand the meaning of sentences. When writing, they should use capitalization and punctuation to make their ideas clear to the reader.</p>	<p>Culturally Responsive Teaching Considerations: Teachers should be aware of linguistic and cultural differences in how punctuation may be used in informal settings or other languages. For instance, students might use punctuation less frequently in informal communication or might be familiar with different punctuation systems in other languages. While teaching standard punctuation rules, it is important to validate students' home language or dialect practices, helping them navigate the academic conventions of punctuation while respecting their linguistic backgrounds.</p> <p>EAL Considerations: In languages with different syntactical structures, for example, in Chinese, punctuation marks like the period, comma, or question mark may appear less frequently, as sentence boundaries can often be implied through context and the structure of the language itself. Similarly, in Arabic, punctuation rules differ slightly, especially in how quotation marks are used and how question marks are positioned in relation to the sentence. Teachers should provide support for adjusting to standard academic conventions, such as when transitioning from informal spoken language or home language practices to writing in academic English, while respecting and validating students' linguistic backgrounds.</p> <p>In Grade 2, students learn the basic concepts of punctuation and capitalization, including periods, question marks, and capitalization of the first word in sentences. In Grade 3, they apply this knowledge more consistently in their writing, understanding when and how to use other punctuation marks like commas, quotation marks, and exclamation points. They also expand their understanding of capitalization rules to include proper nouns and the pronoun "I."</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Capitalize the first word in sentences (e.g., "The dog barks.").
- Capitalize proper nouns, including names of people, places, and specific things (e.g., "John," "Paris," "July").
- Use punctuation marks appropriately at the end of sentences (e.g., using periods for statements, question marks for questions, and exclamation marks for strong emotions).
- Insert commas in lists of items (e.g., "I want a red, blue, and yellow pencil.").
- Use commas after introductory words or phrases (e.g., "Well, I think it's a great idea.").
- Enclose direct speech or quotations in quotation marks (e.g., "He said, 'I'm going home.'").
- Demonstrate understanding of punctuation when reading by pausing at commas, stopping at periods, and recognizing the meaning behind question and exclamation marks.

Comprehension: Understanding and Responding to Text
Strand B
Grade Three Teacher Guide

Overview of Knowledge about Texts

Outcome B1

Grade Three Teacher Guide

Outcome B1 is strategically designed to enhance students' engagement with and comprehension of a wide variety of texts, building on foundational literacy skills while progressively deepening understanding across Grades 3 to 6. This outcome shifts the act of reading beyond accuracy and fluency into a rich, interactive process of constructing meaning through diverse text forms and genres.

The curriculum emphasizes a comprehensive approach to reading that integrates foundational skills such as phonics, decoding, and fluency with comprehension strategies. This dual focus enables students to not only recognize words and read text accurately but also understand their meanings, contexts, and the unique features of different text types. By engaging with texts that reflect a range of perspectives and cultural experiences, students develop critical and empathetic thinking skills that prepare them to interact with an increasingly diverse and complex world.

Key Indicators for Outcome B1:

Text Forms:

Students will learn to identify, differentiate, and analyze various text forms, understanding how each serves distinct purposes and audiences.

Text Patterns and Features:

Recognizing the organizational patterns and features specific to text types enhances students' ability to anticipate content, structure, and the author's intent, fostering strategic reading.

Visual Elements of Text:

Visual elements, such as images, graphs, and layout, play a critical role in conveying meaning. Students will develop skills to analyze and interpret these elements to support deeper comprehension.

Elements of Style:

Exploring how authors use specific stylistic choices, including tone, word choice, and point of view, helps students understand how style influences meaning and engages readers.

Outcome B1 weaves these indicators with essential strands of language comprehension—vocabulary, syntax, and structure—enabling students to construct meaning from increasingly complex texts. Through explicit instruction, guided practice, and exposure to authentic texts authored by individuals from varied cultural and social backgrounds, students refine their ability to navigate and interpret texts critically.

By integrating foundational skills with comprehension strategies, this curriculum prepares students in Grades 3 to 6 to become thoughtful, proficient readers. They gain the tools and confidence to interact with texts critically and insightfully, equipping them to succeed in academic settings and beyond.

Outcome B1: Grade 3

Learners will apply knowledge of text forms and organizational structures to comprehend texts.

Indicators B1.1 Text Forms

Grade 3 Identify characteristics of text forms and organizational structures.	Grade 4 Use knowledge of different text forms and organizational structures to support comprehension.	Grade 5 Use knowledge of different text forms and organizational structures to support comprehension.	Grade 6 Use knowledge of different text forms and organizational structures to support comprehension.
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Growing Understanding

<p>Text Forms: Text forms are broad categories that define how information is structured and presented in texts. Recognizing these different text forms helps students identify the purpose and features of the text they are reading, enhancing their comprehension. Understanding text forms is essential because each type of text is organized in a specific way to convey information or tell a story. By recognizing these characteristics, students can approach reading with a clear understanding of what to expect and how to extract meaning from the text.</p> <p>Informational Text: Informational texts are designed to provide factual information, explain concepts, or describe things clearly. These texts are organized to present facts in a straightforward and logical manner.</p> <ul style="list-style-type: none">Examples: Informational articles, textbooks, biographies, instruction manuals, directions, procedural texts, and letters. <p>Narrative Text: Narrative texts tell stories. They typically include characters, settings, a plot, and a theme. These texts are designed to entertain or convey a message through storytelling.</p> <ul style="list-style-type: none">Examples: Short stories, novels, fables, fairy tales, personal narratives, creative fiction, science fiction, and poems. <p>Opinion/Persuasive Text: Opinion or persuasive texts aim to convince the reader of a particular point of view or persuade them to take a specific action. These texts present arguments supported by reasons and evidence.</p> <ul style="list-style-type: none">Examples: Opinion articles, advertisements, letters to the editor, persuasive essays, and reviews of books or movies.	<p>Understanding Text Forms and Genres: Understanding the different text forms and genres helps students recognize how information is presented. This recognition guides them in knowing how to approach each type of text and what kind of information to focus on. For example, when reading an informational text, students will focus on facts and explanations. In contrast, when reading a narrative text, students will focus on story elements such as characters and plot development. This skill enhances comprehension by aligning reading strategies with the structure and purpose of each text form.</p> <p>Culturally Responsive Teaching Considerations: Students bring diverse cultural backgrounds to the classroom, which can influence how they read and interpret texts. Recognizing these differences is important in fostering inclusive learning environments. For example, students may have unique experiences with storytelling, including oral traditions or cultural practices, which influence how they engage with texts. Some students may also be more familiar with certain cultural texts or genres. To promote cultural responsiveness, provide opportunities for students to explore a range of literature, stories, and informational texts from diverse cultural perspectives. Incorporating these perspectives helps broaden students' understanding of the texts they encounter and makes learning more relevant.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">Identify the text form (informational, narrative, or opinion/persuasive) when reading a text.Describe the purpose of the text form (to inform, entertain, or persuade).Analyze how the structure of the text supports its purpose.Use reading strategies based on the genre to enhance comprehension.For Informational Texts: Identify key facts, details, and main ideas.For Narrative Texts: Focus on story structure and character development.For Opinion/Persuasive Texts: Pay attention to arguments, evidence, and persuasive techniques.
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Outcome B1: Grade 3

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.2 Text Patterns and Features

Grade 3 Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Grade 4 Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Grade 5 Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Grade 6 Examine organizational structures and text features and apply this knowledge to support reading comprehension.
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Growing Understanding

<p>Organizational Structures: Organizational structures refer to the way information is arranged in a text. Understanding these structures allows students to understand the relationships between ideas and anticipate the content that will follow.</p> <p>Common Organizational Structures:</p> <p>Sequencing: Events or ideas are presented in a logical order. This structure helps students follow the flow of events in narratives or procedures (e.g., a story's plot or a process explanation).</p> <p>Cause and Effect: A structure where one event or action leads to another. This structure helps students understand how events are connected (e.g., how pollution causes environmental damage).</p> <p>Problem and Solution: A structure where a problem is introduced and a solution is presented (e.g., a story where a character faces a challenge and finds a resolution).</p> <p>Compare and Contrast: Highlights the similarities and differences between two or more things (e.g., comparing different animal habitats or historical periods).</p> <p>Description: A detailed breakdown of a topic or subject, providing specific examples and characteristics (e.g., describing a scientific process or a historical event).</p> <p>Signal Words: Signal words are words or phrases that help the reader identify the relationships between ideas or events in a text. These words act as indicators that guide the reader in understanding how the information is organized. For example, in cause-and-effect texts, signal words like <i>because</i>, <i>therefore</i>, <i>as a result of</i>, and <i>for this reason</i> indicate a relationship between events where one event leads to another. Recognizing these signal words helps students follow the logical progression of ideas, making it easier to comprehend the structure of the text.</p>	<p>Text Features: Text features are tools within the text that guide the reader in understanding and organizing the information. These features support reading comprehension by helping students focus on important information. Common Text Features:</p> <p>Headings and Subheadings: These divide the text into sections and highlight key ideas.</p> <p>Bold, Italicized, or Underlined Text: These highlight important words, concepts, or definitions.</p> <p>Bulleted or Numbered Lists: Organize information into easily readable points or steps.</p> <p>Charts, Diagrams, and Tables: Provide visual representations of data or information, helping to clarify complex ideas.</p> <p>Captions: Provide context or explanation for images or diagrams.</p> <p>Glossary and Index: Help locate specific information or define terms used in the text.</p> <p>Applying Knowledge to Support Comprehension:</p> <p>Using Organizational Structures: Recognizing how a text is organized allows students to predict what kind of information comes next. For example, in a cause-and-effect text, students will understand the cause first and focus on how it leads to the effect.</p> <p>Using Text Features: Text features guide students in finding key information quickly. For example, headings help students find specific sections, and charts help them interpret data.</p> <p>Improving Comprehension: Knowing the organizational structure and utilizing text features helps students break down complex ideas, retain information, and answer questions more effectively.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Identify the organizational structure of a text (e.g., “This text is organized in chronological order, so it presents events as they happen”).
- Use headings to identify key sections of the text (e.g., “The heading ‘Life Cycle of a Frog’ helps me know what the section is about”).
- Understand bolded or italicized text to find key concepts (e.g., “The bold word ‘habitat’ tells me this is an important term to understand”).
- Use captions to clarify the meaning of images (e.g., “The caption explains what is happening in the picture of the frog’s metamorphosis”).
- Use a glossary to find definitions of new words (e.g., “I used the glossary to look up the word ‘metamorphosis’”).

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Outcome B1: Grade 3

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.3 Visual Elements of Text

Grade 3 Recognize the relationship between visual elements, visual design and text, describe how they communicate meaning.	Grade 4 Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Grade 5 Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Grade 6 Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.
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Growing Understanding

<p>Visual Elements in Text: Visual elements, such as images, graphics, and design features, are important tools for conveying meaning and enhancing comprehension. In Grade 3, students should understand how these elements contribute to the overall message of a text.</p> <ul style="list-style-type: none">Images: Pictures in a text help the reader visualize the content and can convey emotions, actions, and settings that words alone may not fully describe.Graphics: Diagrams, charts, and infographics are used to organize information, clarify concepts, and highlight important data. For example, a bar graph in an informational text may help the reader understand statistical information at a glance.Design Features: The layout and visual design, including colour choices, font size, and text placement, guide the reader's attention to key points, making the content easier to follow and understand. <p>How Visual Elements Support Comprehension: Visual elements provide essential context, make abstract concepts more concrete, and reinforce key ideas:</p> <ul style="list-style-type: none">In narrative texts, images help the reader picture the setting, characters, and actions, adding depth to the story.In informational texts, graphics like charts and diagrams help clarify complex ideas and present information in a way that is easy to digest.	<ul style="list-style-type: none">In poetry, the design and placement of text on the page, along with any accompanying images, can help emphasize the mood or tone of the poem.In persuasive texts, images or visual elements can enhance the emotional appeal or underline the argument being made (e.g., an advertisement using bold colours to catch attention). <p>Purpose of Visuals: Visual elements serve different purposes depending on the genre and type of text:</p> <ul style="list-style-type: none">Clarifying Content: Graphics can clarify or simplify information, particularly in complex informational texts, allowing students to grasp key concepts more easily.Highlighting Key Points: In persuasive texts, visual elements may emphasize the importance of the argument or call the reader's attention to key facts. <p>Culturally Responsive Teaching Considerations: Teachers should acknowledge that visual design and cultural representations in images may vary across different cultures. For example, visual elements such as colour, style, and symbolism can carry different meanings depending on the cultural context. Teaching students to analyze and interpret these elements through a culturally responsive lens allows them to better understand the intent behind a text's visuals and appreciate the diversity of cultural representations.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">Identify different types of visual elements (e.g., images, graphics, charts, colours) in a variety of text forms and genres.Describe how images contribute to the meaning of a narrative, helping readers understand the setting, characters, and emotions.Explain how graphics (e.g., charts, diagrams) help organize and clarify information in informational texts.Recognize how the design features (e.g., font size, colour, layout) in a text draw attention to key information and support understanding.Explain how visual elements reinforce the tone or mood in a narrative or poetry (e.g., dark colours to indicate sadness or bold images to indicate excitement).

- Describe how visuals in persuasive texts (e.g., advertisements, posters) support the argument or message being conveyed (e.g., using bold colours or compelling images to attract attention).
- Discuss how cultural elements in visuals (e.g., symbolism, color choices) convey meaning and reflect cultural values, and explain how different cultures might interpret these visuals in unique ways. (connection to Social Studies)
- Connect visual elements to the overall theme or message of the text, explaining how images and graphics enhance the reader's understanding.

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Outcome B1: Grade 3

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.4 Elements of Style

Grade 3 Identify elements of style in texts and explain how they help communicate meaning.	Grade 4 Identify various elements of style in texts and explain how each element helps create meaning.	Grade 5 Describe various elements of style and explain how each element helps create meaning.	Grade 6 Describe elements of style and explain how each element helps create meaning of various text forms and genres.
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Growing Understanding

<p>Elements of Style: In Grade 3, students should begin to identify and recognize elements of style in different types of texts. These elements include:</p> <p>Word Choice: The specific words an author uses can help set the tone and convey emotions or ideas. For example, using words like "happy" vs "elated" can change the level of intensity. The author's choice of words can help express the emotions or themes of a text. For example, using strong, vivid language can make a story more engaging, while simpler language can make it more accessible.</p> <p>Sentence Structure: The way sentences are formed can impact how information is conveyed. Short, simple sentences may create a quick, straightforward tone, while longer sentences with more detail can create a more thoughtful or descriptive tone. The way sentences are structured can impact the pace and flow of a story or argument. Short, choppy sentences can create a feeling of urgency or tension, while longer, more complex sentences can allow for deeper exploration of a subject.</p> <p>Tone: The overall feeling or attitude in a text, which can be conveyed through word choice, sentence structure, and even punctuation. For example, the tone could be serious, humorous, joyful, or sad. Tone helps set the mood of a text, influencing how the reader feels about the subject. A serious tone might make a reader think deeply about an issue, while a humorous tone could make the same topic more approachable.</p>	<p>Imagery: The use of descriptive language that appeals to the senses. Imagery helps create a mental picture and allows readers to engage with the text in a deeper way (e.g., "The soft, golden sand warmed my feet under the bright sun"). Imagery helps the reader visualize the text and creates a more immersive experience. For example, in a poem, vivid imagery can evoke specific feelings or help the reader connect with the subject matter more personally.</p> <p>Culturally Responsive Teaching Considerations: It's important to recognize that style can vary widely across cultures. For example, some cultures may value directness in communication, while others may value subtlety or metaphor. Teachers should help students understand how different styles of writing can be used to express ideas, respecting diverse cultural perspectives and writing traditions.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">Identify different elements of style in texts, such as word choice, sentence structure, tone, and imagery.Describe how word choice affects the meaning of the text (e.g., how the words "angry" and "furious" convey different levels of emotion).Explain how sentence structure helps communicate meaning, such as how short sentences might create tension or excitement, while longer sentences provide more description.Recognize and describe the tone of the text, explaining how it affects the reader's understanding and emotional response (e.g., identifying whether the tone is happy, sad, humorous, or serious).Identify and explain how imagery enhances meaning by helping the reader visualize scenes, settings, or emotions in the text.Connect the elements of style (word choice, sentence structure, tone, imagery) to the overall meaning of the text and explain how these elements work together to create a specific effect on the reader.
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Overview of Comprehension Strategies

Outcome B2

Grade Three Teacher Guide

In today's information-rich world, developing strong comprehension skills is essential for students to effectively navigate and interpret diverse texts. Outcome B2 is designed to support learners in Grades 3 to 6 learn strategies that enhance their ability to engage with texts through reading, listening, and viewing. These texts reflect a variety of perspectives, stories, and cultural contexts, fostering an inclusive approach to learning and preparing students to become informed, empathetic global citizens.

Outcome B2 emphasizes explicit instruction in comprehension strategies, enabling students to approach texts thoughtfully and critically. By integrating these strategies into their learning, students develop the tools to access meaning, monitor their understanding, and connect new knowledge to prior experiences.

Key Indicators for Outcome B2:

- **Background Knowledge**
Students learn to activate their prior knowledge before engaging with a text. This helps them make connections between their existing understanding and new ideas, setting the stage for deeper comprehension.
- **Identifying the Purpose for Reading, Listening, and Viewing**
Clarifying the reason for engaging with a text sharpens students' focus and guides their approach, ensuring they interact with the material in a purposeful and intentional way.
- **Strategies to Support Comprehension**
As they read, listen, or view, students are taught to monitor their understanding, identifying areas of confusion and applying strategies to clarify meaning.
- **Making Inferences**
Students learn to draw logical conclusions and infer meaning beyond what is explicitly stated in the text. This skill deepens their understanding and encourages critical thinking.

Through systematic and explicit instruction, students will learn the skills needed to unlock meaning and interpret texts effectively. This approach ensures that all students, regardless of their starting point, have the opportunity to succeed. By engaging with texts that reflect diverse identities and viewpoints, students expand their understanding of the world and develop an appreciation for the perspectives of others. Outcome B2 prepares students not only for academic success but also for meaningful engagement in their communities. By fostering critical thinking and comprehension skills, we help students become confident, reflective learners who can navigate complex information landscapes with ease.

Through Outcome B2, we aim to cultivate informed, empathetic individuals ready to contribute positively to society. This outcome empowers students to approach texts thoughtfully and intentionally, equipping them to interpret and respond to the challenges of an interconnected world.

Outcome B2: Grade 3

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.1 Using Background Knowledge

Grade 3 Develop and apply both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Grade 4 Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Grade 5 Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Grade 6 Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.
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Growing Understanding

<p>Background Knowledge: Background knowledge refers to the information, experiences, and concepts a reader brings to a new text. This knowledge, whether explicitly taught or implicitly learned, plays a vital role in supporting comprehension before and during reading. It is important to remember that background knowledge is not solely built through explicit instruction—complex texts themselves also serve as a source of knowledge-building, allowing students to expand and refine their understanding over time.</p> <p>Types of Background Knowledge:</p> <p>Content Area Knowledge: Knowledge gained from specific academic subjects, such as science, social studies, or mathematics. For example, understanding the water cycle in science or the history of ancient civilizations in social studies. While we teach these concepts explicitly, reading complex texts on the topic can also build this knowledge and enrich students' understanding.</p> <p>Experiential Knowledge: This type of knowledge comes from personal life experiences that help students connect to the themes, ideas, and situations presented in the text. For example, a student's personal experiences with friendships or family dynamics can help them understand the emotions in a story.</p> <p>Textual Knowledge: Prior understanding derived from reading other texts aids comprehension of new texts. For example, recognizing literary conventions, structures, and familiar story elements (e.g., understanding how a fairy tale typically develops). In addition to explicitly taught texts, the complexity of the texts students are exposed to should also allow them to build this knowledge through repeated engagement.</p>	<p>Prior Knowledge: Refers to the specific information and experiences a student brings to a particular learning task or topic. For example, if a student has visited a farm, they bring relevant knowledge about animals and farming, which can help them better understand a lesson on agriculture.</p> <p>Funds of Knowledge: Funds of knowledge refer to the cultural, familial, and community-based knowledge that students acquire outside of formal education. This includes traditions, practices, problem-solving skills, and expertise learned from home and community life. Recognizing and leveraging funds of knowledge ensures that students' unique lived experiences are validated and respected in the classroom.</p> <p>By developing and applying both implicitly learned and explicitly taught background knowledge, students are better prepared to understand and engage with new texts. Teachers can foster comprehension by:</p> <ul style="list-style-type: none">• Discussing prior knowledge before reading.• Providing explicit teaching of key background knowledge.• Acknowledging and incorporating funds of knowledge to make learning more inclusive and relevant.• Ensuring access to complex texts that will allow students to build new knowledge. <p>These practices help bridge the gap between what students already know and the new concepts they are learning, allowing them to better understand the text and see themselves as capable learners. The dynamic interplay between the knowledge students bring and the new information they encounter through texts is crucial for developing deep and lasting comprehension.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Use background knowledge to help understand new ideas in the text (e.g., “I remember from my science class that plants need sunlight to grow, so I understand what the text means when it talks about photosynthesis”).
- Ask questions based on prior knowledge to clarify parts of the text (e.g., “Why does the character feel this way? Is it because of something that has happened before?”).
- Use knowledge from content areas (such as science or social studies) to support understanding of new texts.
- Explain how prior learning or text experiences help them understand new texts (e.g., “This story about a plant’s growth is easier for me to understand because I remember learning about the stages of plant growth in class”).
- Make predictions based on background knowledge.

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Outcome B2: Grade 3

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.2 Identifying the Purpose for Reading, Listening and Viewing

Grade 3 Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Grade 4 Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Grade 5 Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Grade 6 Identify and describe the purpose for reading a text and develop reading goals to support this purpose.
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Growing Understanding

<p>Pre-reading Purpose: Before reading, listening, or viewing a text, students should understand the purpose behind their engagement. The purpose helps students focus on what to look for, how to interact with the text, and what they aim to achieve through the experience.</p> <p>Purposes for Reading:</p> <ul style="list-style-type: none">Informational Purpose: Engaging with texts to learn facts, details, or specific information (e.g., reading an article about the water cycle).Entertainment Purpose: Reading, listening to, or viewing texts to enjoy a story, experience emotions, or explore imagination (e.g., reading a novel or listening to a poem).Persuasive Purpose: Engaging with texts to understand or influence a particular point of view or idea (e.g., reading an editorial or watching an advertisement).Reflective Purpose: Using texts to think critically about personal experiences, ideas, or values (e.g., reflecting on a character's choices in a story).	<p>Selecting Texts for Specific Purposes:</p> <p>Diverse Creators: Students should understand that creators (authors, poets, illustrators, filmmakers, etc.) bring unique perspectives based on their backgrounds, cultures, and experiences. Selecting texts from a diverse range of creators exposes students to different viewpoints, themes, and storytelling techniques.</p> <p>Suitability for Purpose: Students should be able to select texts that are appropriate for the purpose they have identified. For example, if the purpose is to learn about plants, an informational text with factual details would be most suitable. If the purpose is for entertainment, a fictional text with engaging characters and plot would be the choice.</p> <p>Culturally Responsive Teaching Considerations: Teachers should encourage students to engage with texts from a variety of cultural creators. By selecting diverse authors, genres, and media, students learn to appreciate different cultural perspectives, which enriches their understanding of the world and the texts they read.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">Identify a specific purpose for engaging with a text (e.g., "I am reading this book to learn about the solar system" or "I am watching this video for fun").Explain why a text is suitable for the identified purpose (e.g., "I am choosing this nonfiction book about animals because I want to learn more facts about them" or "I picked this fiction story because I want to enjoy the adventure").Select texts from diverse creators that align with the purpose (e.g., choosing books from authors of different cultural backgrounds, or listening to songs from diverse genres).Describe how the content of the text matches the purpose (e.g., explaining how a story with interesting characters and a plot aligns with an entertainment purpose).Identify different text forms or media and explain how they are suitable for various purposes (e.g., selecting a documentary for informational purposes or a picture book for young readers for entertainment purposes).
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Outcome B2: Grade 3

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.3 Strategies to Support Comprehension

Grade 3 Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.	Grade 4 Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Grade 5 Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Grade 6 Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.
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Growing Understanding

<p>Strategies to Support Comprehension:</p> <p>Re-reading: Encourage students to read a part of the text again to ensure they have grasped the meaning. Re-reading helps to catch details that may have been missed and enhances understanding. Students should be taught to re-read with a focus on the specific part of the text that is confusing.</p> <p>Breaking Down Complex Sentences: Teach students to break down long or difficult sentences into smaller, more manageable parts. This allows them to better understand the text and makes it easier to identify the key points. By simplifying the sentence structure, students can better digest complex information.</p> <p>Locating Information: Teach students how to find specific details in the text that will help clarify their understanding. This skill is critical for both informational and narrative texts, where details often serve to clarify meaning. Explicit instruction should include strategies like scanning for keywords, underlining, or highlighting key phrases that contribute to understanding the text.</p> <p>Questioning: Encourage students to ask questions before, during, and after reading. These questions help them check their understanding and engage with the text more deeply. Teach students how to ask both broad questions about the text (e.g., "What is the main point of this section?") and specific questions about unclear sections (e.g., "What does the word 'evaporation' mean in this context?").</p>	<p>Summarization: Teach students to summarize what they've read to focus on the main ideas and key details. Summarization helps students filter out unnecessary information and concentrate on what matters. Teach them to summarize paragraphs or sections of the text in a few sentences to confirm their understanding.</p> <p>Applying These Strategies to Self-Monitoring: Self-monitoring involves students reflecting on their comprehension and recognizing when their understanding is unclear. This reflection enables them to select and apply different strategies to improve their comprehension. Explicitly teach students to:</p> <ul style="list-style-type: none">Recognize when comprehension has broken down. Students should be able to identify when they don't understand something and adjust accordingly. This could involve stopping to reread, clarify, or even ask for help from a peer or teacher.Select strategies to clarify meaning. Teach students how to identify and use strategies like re-reading, summarizing, or questioning to address areas of confusion. Emphasize the importance of trying different strategies until the text makes sense.Monitor progress. Encourage students to keep track of their understanding as they read. This could involve keeping a reading log, noting down questions that arise, or marking sections they find confusing to revisit later. <p><i>See appendix B2.3</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

- Apply re-reading strategies when a part of the text is unclear.
- Use questioning techniques before, during, and after reading to clarify understanding.
- Locate key information in the text and highlight or underline to aid comprehension.
- Summarize sections of the text to demonstrate understanding of the main ideas.
- Visualize content by forming mental images and sharing them with peers.
- Self-monitor comprehension by recognizing when understanding breaks down and selecting appropriate strategies to fix it.
- Reflect on understanding and adjust reading strategies as needed.

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Outcome B2: Grade 3

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.4 Making Inferences

Grade 3 Make inferences using implicit and explicitly taught background knowledge and evidence from the text to support comprehension.	Grade 4 Make inferences using implicit and explicitly taught background knowledge and evidence from the text to support comprehension.	Grade 5 Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Grade 6 Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.
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Growing Understanding

<p>Inference: An inference is a conclusion drawn based on explicit and implicit evidence from the text, combined with background knowledge. In Grade 3, students will build on their ability to make predictions (based on evidence from the text and background knowledge) and begin making more nuanced inferences, reading "between the lines" to understand what the author suggests but does not directly state.</p> <p>Explicit Evidence: Explicit evidence refers to information directly stated in the text, such as facts, actions, or quotes. Students will use these details to support their inferences.</p> <p>Implicit Evidence: Implicit evidence is information that is suggested or implied in the text. It requires students to think beyond what is stated and use their background knowledge to interpret the author's message.</p> <p>Example: The text might say a character is "walking slowly with a slumped posture"—this explicit evidence might lead students to infer that the character is tired or sad.</p> <p>Strategies for Making Inferences:</p> <ul style="list-style-type: none">• Looking for Evidence: Encourage students to find both explicit details (direct facts) and implicit evidence (suggested ideas) that lead to an inference.• Connecting to Background Knowledge: Students must draw on experiences and information learned in other subjects and texts to support their inferences.	<p>Contextualizing: Encourage students to read beyond the literal meaning of the text by considering the larger context, emotions, or relationships at play within the story.</p> <p>Predicting and Inferences: Making predictions is a precursor to making inferences. While predictions help the reader think about what will happen next in the story, inferences help students understand what is happening beneath the surface of the text. Both require using background knowledge and evidence from the text, but inferences often involve a deeper level of analysis, focusing on interpreting information rather than anticipating future events.</p> <p>Identifying Implied Information: Teach students to identify gaps in the text where the author does not explicitly state certain ideas. They should infer meaning from context, dialogue, and actions.</p> <p>Textual Evidence: This is any information (facts, descriptions, vocabulary, illustrations) within the text that supports inferences. Teachers should help students identify specific details from the text that they can use to make logical conclusions.</p> <p>In Grade 2, students learn to make basic inferences using simple text evidence and their own knowledge. By Grade 3, students should move towards a more sophisticated use of explicit and implicit evidence to make inferences. They will be expected to rely not only on personal knowledge but also on more complex text elements (e.g., character development, symbolism) to support their inferences, thus deepening their comprehension and analytical skills.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Identify both explicit and implicit evidence in the text to support inferences (e.g., "The character was smiling, but the text said they were feeling nervous. I infer they are trying to hide their fear").
- Use background knowledge to help make inferences (e.g., "I know from our science lesson that animals like to stay hidden when they are scared, so I predict the animal in the story might be hiding from danger").
- Explain how inferences are supported by both explicit and implicit evidence (e.g., "The author shows the character's actions and dialogue, and from that, I infer they are excited about the news").
- Make inferences about characters' feelings or motivations based on their actions or dialogue (e.g., "The character is crossing their arms and frowning, so I infer they are upset").

- Connect inferences to text features like setting, plot, and character development (e.g., “From the setting description, I infer the story takes place in the winter because the characters are bundled up”).
- Draw conclusions based on both the text and their own experiences (e.g., “I think the character is nervous because I’ve felt the same way before when speaking in front of people”).
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Overview of Critical Thinking in Literacy

Outcome B3

Grade Three Teacher Guide

In a world enriched by complex ideas and diverse narratives, the ability to critically engage with texts is an essential skill for students to navigate and interpret the many perspectives they encounter. Outcome B3 is designed to foster robust critical thinking skills in Grades 3 to 6, enabling students to delve deeply into texts and analyze the varied perspectives, topics, and literary devices presented by different authors. By cultivating these skills, we enrich the educational experience and create a classroom environment where diverse viewpoints, including those from students’ own communities, are actively explored, appreciated, and valued.

The curriculum is rooted in culturally responsive pedagogy, emphasizing the significance of understanding texts within both local and global contexts. Students are encouraged to examine how texts reflect the identities and experiences of their creators, as well as the cultural and historical contexts in which they were written. This approach not only enhances students’ connections to the material but also deepens their cross-curricular learning by linking literature and media to broader societal themes and issues.

Key Indicators for Outcome B3:

Literary Devices:

Students will identify and analyze literary devices such as metaphor, symbolism, and imagery, understanding how these tools enhance meaning and impact.

Point of View:

Exploring the narrator's or author's point of view helps students recognize how perspective shapes the presentation and interpretation of ideas in texts.

Analysis and Response:

Students will develop the ability to express their personal thoughts, feelings, and critical insights about ideas presented in texts, articulating their understanding and interpretation clearly.

Outcome B3 prioritizes equity in education by ensuring all students have access to instruction and learning in critical thinking. This approach equips learners with the tools to become informed, thoughtful consumers of information and active participants in their communities. By connecting local and global contexts to their learning, students develop a nuanced understanding of how texts communicate varied identities and viewpoints, empowering them to engage meaningfully with the world around them.

Through Outcome B3, we aim to inspire students to be intellectually curious, reflective, and socially responsible individuals. By examining literary devices, perspectives, and points of view, students strengthen their capacity to think critically, articulate their ideas, and consider multiple sides of an issue. These skills not only enhance their academic journeys but also prepare them to contribute positively to an ever-evolving global and local discourse.

By emphasizing critical thinking and fostering a commitment to inclusivity and understanding, Instruction of outcome B3 prepares students to navigate complex information landscapes with confidence and compassion, empowering them to shape their communities and the wider world.

Outcome B3: Grade 3

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.1 Literary and Rhetorical Devices

Grade 3 Identify and describe literary devices and rhetorical techniques and explain how they communicate meaning.	Grade 4 Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Grade 5 Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Grade 6 Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.
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Growing Understanding

<p>In Grade 3, students begin to develop awareness of how authors use literary devices and rhetorical techniques to shape meaning, evoke emotion, and engage readers. While instruction should be developmentally appropriate, students at this stage are ready to notice and discuss how language can be playful, powerful, and persuasive. This includes recognizing techniques such as comparisons, sound patterns, and sensory language, and beginning to articulate how these tools affect their understanding of a text.</p> <p>Instruction should focus on helping students:</p> <ul style="list-style-type: none">Recognize examples of literary and rhetorical devices in age-appropriate texts.Describe how these techniques contribute to meaning, mood, or imagery.Begin using such devices purposefully in their own oral and written expression.	<p>Rather than teaching a fixed list of devices, instruction should follow a progression from foundational to intermediate use, as outlined in Appendix B3.1. Teachers are encouraged to revisit and build upon previously taught devices and to draw connections to student experiences and identities.</p> <p>Culturally Responsive Teaching Considerations: Literary and rhetorical devices can have culturally specific expressions and effects. Teachers should incorporate texts that reflect diverse traditions and linguistic styles, ensuring that students see their own languages, dialects, and cultural perspectives represented and valued. When exploring devices like metaphor or imagery, students should be invited to share examples from their own communities and cultural backgrounds. This not only builds engagement and comprehension but also affirms students’ identities and promotes inclusive literacy instruction.</p> <p><i>See appendix B3.1</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">Recognize and name literary or rhetorical techniques (e.g., comparison, sound patterns, sensory language) in texts read aloud, shared, or read independently.Describe how a literary or rhetorical technique contributes to the meaning of a passage (e.g., "That simile helps me picture how fast the character ran").Connect the effect of the device to the author’s purpose or the reader’s experience (e.g., "This makes it sound more exciting" or "It shows how the character feels").Experiment with using simple literary or rhetorical devices in oral or written expression (e.g., simile, repetition, strong sensory detail).Ask and respond to questions about the use of language in texts (e.g., "Why did the author use that word?" or "What does that comparison help us understand?").Show developing awareness that authors use specific words or phrases to influence meaning, mood, and tone—even without using formal labels.Recognize that different communities and cultures may use different forms of expression and share or explore examples from personal backgrounds.

Outcome B3: Grade 3

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.2 Point of View

Grade 3 Examine how texts present the narrator’s point of view. in a text.	Grade 4 Identify the point of view in texts.	Grade 5 Identify the point of view in texts.	Grade 6 Identify the point of view in texts.
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Growing Understanding

<p>Narrator’s Point of View: The narrator’s point of view is the perspective from which the story is told. In Grade 3, students will begin to explore two main types of narrative perspectives: first-person and third-person.</p> <p>First-Person Point of View: The narrator is a character in the story, and the story is told using “I” or “we.” This perspective allows readers to see the events from the narrator’s personal experience, giving insight into their thoughts, feelings, and actions.</p> <ul style="list-style-type: none">• Example: “I went to the store and bought some candy. It was my favourite day.”• How it helps comprehension: First-person point of view helps readers connect closely with the narrator’s emotions and experiences, allowing them to feel as though they are a part of the story.	<p>Narrator’s Point of View (Third-Person): The third-person point of view is when the narrator is an outside observer who tells the story using “he,” “she,” or “they.” This narrator does not participate in the events but describes what the characters are doing and saying. Students should understand that when a story is told from the third-person point of view, the narrator can either describe the actions of the characters or share the characters’ feelings, but the narrator is not part of the action.</p> <ul style="list-style-type: none">• Example: “Sarah walked into the room and sat by the window. She looked out at the rain, wishing she could go outside.”• How it helps comprehension: Third-person point of view allows readers to observe the characters’ actions and emotions from a distance, making it easier to understand how different characters are involved in the story and how events unfold from multiple perspectives. <p>Culturally Responsive Teaching Considerations: Point of view can be influenced by culture, tradition, and perspective. Encourage students to discuss how point of view in texts may reflect the values or experiences of different cultures. For example, some cultures might use first-person narratives to emphasize community and collective experience, while others might emphasize third-person narration to reflect a more distant or objective view of events.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Identify when a text is written in first-person point of view (e.g., “I” or “we”) and explain how the narrator’s personal perspective affects the story.
- Identify when a text is written in third-person point of view (e.g., “he,” “she,” or “they”) and recognize whether the narrator is limited to one character’s thoughts or knows the feelings of all characters.
- Describe how the narrator’s point of view influences the reader’s understanding of the events in the text (e.g., “In first-person, I can only know what the narrator knows, but in third-person, I can learn about all the characters.”).
- Discuss how first-person point of view helps create a closer connection with the narrator and their experiences.
- Discuss how third-person point of view provides a broader perspective, giving insight into multiple characters’ thoughts and feelings.

Outcome B3: Grade 3

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.4 Analysis and Response

Grade 3 Analyze how the author’s use of literary elements in various texts influences a reader’s understanding of the text.	Grade 4 Analyze how the author’s use of literary elements in various texts influences a reader’s understanding and interpretation of the text.	Grade 5 Analyze how the author’s use of literary elements in various texts influences a reader’s understanding and interpretation of the text.	Grade 6 Analyze how the author’s use of literary elements in various texts influences a reader’s understanding and interpretation of the text.
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Growing Understanding

<p>Literary Elements in Grade 3: At Grade 3, students begin to develop an understanding of basic literary elements and how they influence the meaning of a text. Literary elements include key aspects of storytelling and structure that authors use to convey their message, engage readers, and shape the meaning of the text. Understanding how these elements work together helps students analyze the text more deeply.</p> <ul style="list-style-type: none">• In narrative texts, key elements include plot, characters, setting, and theme. For example, students can focus on how the character’s actions or decisions influence the events of the story and how the setting can create mood or conflict.• In expository/informational texts, literary elements might include structure, facts, headings, and details. Understanding how the author organizes information and presents facts is key in helping students interpret the purpose and effectiveness of the text.• In opinion/persuasive writing, elements like the claim, reasons, and evidence shape the way readers interpret the text. Students should look at how the author uses specific facts or emotional appeals to persuade the audience.	<p>As students analyze how these elements are used in the text, they also need to consider how these choices affect their understanding of the content. The way an author constructs a narrative or organizes an informational text plays a large role in shaping how the reader interprets the information.</p> <p>Strategies to Support Understanding:</p> <ul style="list-style-type: none">• Use think-alouds to model how an author’s use of literary elements guides understanding (e.g., "The character’s actions here show that they are feeling brave, which helps us understand the main theme of courage").• Encourage students to connect the text to their own experiences to understand how literary elements resonate with them.• Graphic organizers can help students map out the key literary elements (e.g., story maps for narrative texts, fact webs for informational texts).
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

<p>Narrative Text:</p> <ul style="list-style-type: none">▪ Identify and explain the main characters and their motivations within the story (e.g., "The character is brave because they faced their fear").▪ Describe how the setting influences the mood or events in the story (e.g., "The dark forest made the character feel scared").▪ Identify the problem or conflict and how the characters work to solve it.▪ Recognize and explain the theme (e.g., "The story shows how kindness can change people’s lives"). <p>Expository/Informational Text:</p> <ul style="list-style-type: none">▪ Identify the main idea and key details that support it.▪ Explain how the author structures the information.▪ Recognize and describe how headings or subheadings help guide the reader through the content.

Opinion/Persuasive Text:

- Identify the author's claim or opinion (e.g., "The author believes that students should have longer recess").
- Explain the reasons and evidence the author provides to support their argument.
- Analyze how the tone of the text influences how the reader feels about the argument (e.g., "The author uses strong language to persuade the reader, like 'must' and 'important'").

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Composition: Expressing Ideas and Creating Texts
Strand C
Grade Three Teacher Guide

Overview of Developing Ideas

Outcome C1

Grade Three Teacher Guide

In today's multimedia-rich environment, the foundational skills developed in earlier grades are critical for preparing students in upper elementary to craft purposeful communication. Outcome C1 emphasizes the importance of pre-writing skills and strategies, empowering learners to generate and organize ideas with intention and clarity. By nurturing these skills, we strengthen the connection between reading, writing, and thinking, supporting students in becoming thoughtful and effective communicators.

This outcome is designed to help students approach writing with both confidence and creativity. Through inclusive and culturally responsive instructional practices, we ensure every learner's voice is acknowledged. Students are encouraged to consider the cultural, contextual, and social nuances of their audiences, allowing them to tailor their messages for meaningful impact. The goal is for all students to develop the ability to communicate their ideas in ways that are both authentic and engaging.

Key Indicators in Outcome C1 include:

- **Setting Personal Writing Goals:** Students begin by identifying areas of strength and opportunities for growth in their writing. This self-reflective practice fosters ownership and motivation while developing metacognitive awareness that supports writing improvement over time.
- **Purpose and Audience:** Learners are taught to clearly identify the purpose for writing and consider who they are writing for. This foundational step ensures that all writing is relevant and intentional for the audience.
- **Developing Ideas or Content:** Students explore a variety of strategies to generate, expand, and refine their ideas. They learn to make meaningful connections, incorporate background knowledge, and develop content that aligns with the writing task.
- **Organizing Content:** With guidance, students learn to structure their writing using tools such as graphic organizers, planning frameworks, and outlines. This helps them build logical, coherent texts that are easy to follow and aligned to their purpose.

By providing explicit instruction and systematic opportunities for practice, Outcome C1 supports all learners in acquiring the essential pre-writing skills necessary for writing and communicating across subject areas. This approach ensures that writing instruction is equitable, accessible, and responsive to the diverse needs of students. Ultimately, the goal is to support the development of confident, strategic writers who understand that writing is not only a tool for communication but also a powerful way to express identity, explore ideas, and engage with the world.

Outcome C1: Grade 3

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.1 Setting Goals

Grade 3 Identify strengths and areas for growth for and develop relevant writing goals.	Grade 4 Identify strengths and areas for growth and develop relevant writing goals	Grade 5 Identify strengths and areas for growth and develop relevant writing goals.	Grade 6 Identify strengths and areas for growth and develop relevant writing goals.
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Growing Understanding

<p>Identifying strengths and areas for growth involves reflecting on a piece of writing to evaluate what was done well and where improvements can be made. By Grade 3, students should begin to develop the ability to assess their own writing using specific criteria like clarity, organization, vocabulary, and sentence structure.</p> <p>Students should be encouraged to engage in regular self-reflection, assessing their work and identifying specific areas for improvement.</p> <p>Reflection helps students take ownership of their learning and writing development. By regularly reviewing their writing, students can identify patterns of success and areas where they need to develop more skills, such as improving sentence structure or expanding vocabulary.</p> <p>Self-regulation in writing is the ability to set goals, monitor progress, and adjust strategies as needed throughout the writing process. Writing is a circular process that involves continuously revisiting and revising ideas, organization, and language. As students reflect on their work, they not only identify strengths and areas for growth but also actively adjust their approach in each cycle of writing, refining their work with each draft.</p> <p>Helping Students Plan When They Are Stuck: When students get stuck during planning, model how to pause and take inventory of what they already know and what they want to say. Teach them to ask themselves questions like:</p> <p>"What do I already know about this topic?"</p> <p>"Who is my audience?"</p> <p>"What do I want to say first, next, and last?"</p> <p><i>Please note you will see the connection to setting goals in the writing process when asked to reflect in C3.</i></p>	<p>Provide graphic organizers, sentence frames, and idea-generation strategies such as quick sketches, oral rehearsal, or talking with a peer. Normalize the idea that writers often need to pause and regroup—and that this is part of the writing process.</p> <p>Encourage students to use flexible planning tools such as jot notes, simple outlines, or boxes and bullets to make their ideas visible before writing. Reinforce that making a plan, even a simple one, is a tool that helps them get unstuck and move forward.</p> <p>Model Reflection: Regularly model how to reflect on a piece of writing by reviewing student work together. Show students how to identify both strengths and areas for growth, explaining how reflection is an ongoing process. For example, ask: "What worked well in this paragraph? What could be improved?" Emphasize how self-reflection will help them become better writers.</p> <p>Use Self-Assessment Tools: Introduce checklists and rubrics to help students evaluate their work. Teach them to assess their own writing based on specific criteria like clarity, organization, vocabulary, and sentence structure. Encourage them to check if they've met their goals and reflect on which areas need attention.</p> <p>Teach Strategies for Self-Regulation: Encourage students to set specific goals for their writing and monitor their progress throughout the drafting and revision process. Teach them how to adjust their approach by revisiting earlier drafts and making changes based on their reflections. Show them how writing is a circular process, where reflection and revision lead to improvement with each cycle.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

- Identify strengths in their writing (e.g., "I did a good job of explaining my main idea clearly and using detailed examples").
- Identify areas for growth (e.g., "I need to work on making my sentences flow better and adding more details about my topic").

- Use reflective thinking to evaluate their writing process (e.g., “I felt confident in the middle of the story, but I struggled with the ending, so I worked on that part more”).
- Make a plan for when they are stuck on planning writing.
- Use self-talk to work through setting goals prior to writing.

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Outcome C1: Grade 3

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.2 Purpose and Audience

Grade 3 Identify the topic, audience, and purpose for writing.	Grade 4 Identify the topic, audience, and purpose for writing.	Grade 5 Describe the topic, audience, and purpose for writing.	Grade 6 Describe the topic, audience, and purpose for writing.
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Growing Understanding

<p>Identifying the topic, audience, and purpose is essential for effective writing. By clearly understanding these elements, students can make better decisions about their word choice, tone, structure, and approach to the writing task.</p> <p>The Three Main Overarching Types of Writing:</p> <p>Informational/Expository Writing:</p> <ul style="list-style-type: none">This type of writing is designed to inform, explain, or describe something to the reader. The purpose is to provide information in a clear, organized manner.Examples: Reports, how-to guides, scientific explanations, descriptions of places or events.Audience: The audience could be anyone seeking to learn more about a specific topic, such as peers, teachers, or the public. <p>Opinion/Persuasive Writing:</p> <ul style="list-style-type: none">This type of writing aims to persuade the reader to accept a particular point of view or take action. It involves presenting an argument supported by reasons and evidence.Examples: Opinion essays, advertisements, letters to the editor, persuasive essays.Audience: The audience could be anyone who may be persuaded or influenced by the writer’s argument, such as classmates, teachers, or the public.	<p>Narrative Writing:</p> <ul style="list-style-type: none">Narrative writing tells a story. It includes characters, settings, a plot, and a resolution. It can be fictional or based on real events.Examples: Short stories, personal narratives, fairy tales, fables, autobiographies.Audience: The audience could be anyone who enjoys a story or someone who wants to be entertained or learn about a personal experience. <p>Integrating Cultural Texts: Encourage students to explore a variety of text types, including those from different cultures and linguistic traditions. For example, students can write narratives or reports based on stories from their own cultural backgrounds or explore persuasive writing by discussing issues that affect their communities.</p> <p>Recommended Distribution of Writing Types: To ensure a writing program that supports growth across multiple forms, we recommend the following distribution of writing types:</p> <ul style="list-style-type: none">Grades 3–4:<ul style="list-style-type: none">Informational: 35%Opinion: 30%Narrative: 35%Grades 5–6:<ul style="list-style-type: none">Informational: 40%Opinion: 30%Narrative: 30%
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

- Identify the topic of their writing.
- Identify the intended audience for their writing.
- State the purpose of writing.
- Recognize the type of writing they are doing (e.g., "This is a narrative, so I need to include a story with characters and events" or "I am writing an informational piece, so I need to include facts about animals").
- Choose appropriate language and style based on the purpose and audience (e.g., "Since my audience is my teacher, I'll make sure my writing is clear and formal").

Outcome C1: Grade 3

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.3 Developing Ideas or Content

Grade 3 Use explicitly taught strategies to generate and document ideas or topics for writing.	Grade 4 Use explicitly taught strategies to generate and document ideas or topics for writing.	Grade 5 Use explicitly taught strategies to generate and document ideas or topics for writing.	Grade 6 Use explicitly taught strategies to generate and document ideas or topics for writing.
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Growing Understanding

<p>Generating ideas for writing is a critical skill that students must develop early in their writing journey. By Grade 3, students should be able to use different strategies to come up with ideas for writing, which will help them feel more confident and prepared for the drafting process.</p> <p>Oral Rehearsal & Discussion (Talk Before Writing)</p> <p>Research highlights that talking about ideas before writing significantly enhances idea generation.</p> <ul style="list-style-type: none">• Think-Pair-Share: Have students verbalize their thoughts with a partner.• Small Group Brainstorming: Discuss prompts in groups before independent writing.• Storytelling: Allow students to tell their ideas aloud before committing them to paper. <p>Strategy Instruction</p> <ul style="list-style-type: none">• Provide students with a structured approach to planning and generating ideas for writing.• Model structures to support the generation of ideas. Examples could include brainstorming web, topic prompts, sentence starters, story seeds, graphic organizers such as T-charts, Venn diagrams, or First-Next-Then-Last.	<p>Mentor Texts & Exemplars</p> <ul style="list-style-type: none">• Provides concrete models for students, helping them internalize effective writing structures and develop ideas based on real-world examples. <p>Graphic Organizers & Concept Mapping</p> <ul style="list-style-type: none">• Helps students visually organize their thoughts before writing, making idea development more structured.• Graphic organizers, combined with questioning and background knowledge, support structured thinking <p>Modelled & Shared Writing</p> <ul style="list-style-type: none">• Watching a teacher model the writing process is powerful, but it works best when paired with direct strategy instruction. <p>Freewriting & Low-Stakes Writing</p> <ul style="list-style-type: none">• Helps with fluency and reducing writing anxiety, but it is less structured and not as effective for struggling writers. <p>Use of Sentence Stems & Writing Prompts</p> <ul style="list-style-type: none">• Helps students get started, but without deeper strategy instruction, it can lead to surface-level responses.
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">▪ Generate a variety of ideas during brainstorming sessions (e.g., "I wrote down all the things I can think of related to animals before picking my topic").▪ Use graphic organizers to help organize their ideas.▪ Respond to writing prompts to start the writing process (e.g., "I used the prompt about my favorite season to help me write about why I love summer").▪ Use visual cues like pictures or drawings to help spark ideas.▪ Develop original ideas that reflect personal experiences and cultural interests (e.g., "I wrote about a family tradition we have, because it's something important to me").

Outcome C1: Grade 3

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.3 Organizing Content

Grade 3 Use explicitly taught strategies to organize writing.	Grade 4 Use explicitly taught form-specific text structures to organize content.	Grade 5 Use explicitly taught form-specific text structures to organize content.	Grade 6 Use explicitly taught form-specific text structures to organize content.
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Growing Understanding

<p>Organizing content is essential for students to express their ideas in a clear and coherent way. Before writing, students should be encouraged to plan their structure. Planning helps students visualize their writing and organize their ideas before drafting. A powerful teaching strategy to support students in understanding how writing is organized is back mapping, a practice where teachers and students analyze an exemplar text and create an outline from it after reading. It's essential for students to refer back to their plan during the writing process to ensure that they stay focused on maintaining a logical structure.</p> <p>Expository or informational writing is designed to inform, explain, or describe something in a clear, logical manner. For students in Grade 3, the goal is to help them organize their writing to present facts, details, or instructions clearly and effectively.</p> <ul style="list-style-type: none">• Sequencing: Students can organize their writing chronologically, such as when explaining a process or describing how something works (e.g., steps in a science experiment or stages of plant growth).• Graphic Organizers: Using a flowchart or web can help students organize their ideas about the topic. For instance, if students are writing an informational report, they can use a graphic organizer to separate the main ideas into categories.• Outlining: Students can create an outline to ensure they cover the key points of their informational writing.• Back mapping: Teachers can model how a strong informational paragraph or report might have been planned by creating an outline <i>after</i> reading it. This helps students think about the writing structure.	<p>Opinion or persuasive writing requires students to take a stance on an issue and support their viewpoint with reasons and evidence. In Grade 3, students should learn how to organize their writing so that their argument is clear and compelling.</p> <ul style="list-style-type: none">• Sequencing: Organizing opinions logically is important. For example, students might organize their persuasive writing by starting with an introduction that states their opinion• Graphic Organizers: A T-chart or pros and cons chart can help students organize their arguments by clearly separating reasons for and against a topic.• Outlining: For persuasive writing, students can use an outline to organize their argument and supporting points.• Back mapping: Teachers can use sample persuasive texts to model how arguments are structured and supported, helping students see how planning shapes a compelling argument. <p>Narrative writing tells a story and can be based on personal experience or imagination. Organizing narrative writing involves ensuring that events are presented in a logical, chronological order, with a clear beginning, middle, and end.</p> <ul style="list-style-type: none">• Graphic Organizers: A story map can help students organize the elements of their story, including characters, setting, problem, events, and resolution.• Outlining: Outlining a narrative involves organizing the beginning, middle, and end of the story. For example, an outline for a story about a lost dog might look like this: <p>Beginning: Introduction of the dog and the setting. Middle: The dog gets lost, and the search begins. End: The dog is found, and the family celebrates</p>
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Evidence of Learning for Indicators

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Look for in Grade 3

- Use sequencing strategies to organize ideas logically
- Use graphic organizers to plan and organize writing
- Create an outline to organize key points and supporting details
- Use story mapping to organize narrative elements
- Organize writing into paragraphs, each focusing on one idea or point
- Consider the audience and purpose when organizing writing

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Overview of Creating Texts

Outcome C2

Grade Three Teacher Guide

The ability to skillfully use and understand a variety of text forms is essential. The instruction of outcome C2 supports learners in developing the practical and creative tools needed to craft texts that are coherent, engaging, and appropriate for a wide range of purposes. This outcome emphasizes not only the mechanics of writing but also the thoughtful decisions writers make when producing and refining their work.

Students are provided with explicit opportunities to explore how different text forms function across contexts and platforms. By engaging with both traditional and digital tools, learners gain a flexible skill set that allows them to express their ideas clearly and effectively. In classrooms that value student voice, creativity, and cultural perspectives, students are encouraged to take risks, revise with purpose, and understand writing as a process of continuous improvement.

Key Indicators in Outcome C2 include:

- **Printing, Handwriting, and Word Processing:** Students develop fluency in composing texts by hand while also learning to navigate digital tools for word processing. This dual focus supports legibility, stamina, and the ability to present work in various formats, fostering independence and confidence.
- **Producing Drafts:** Learners are guided through the process of drafting as a foundational step in writing. Drafting provides a space to organize initial thoughts, experiment with structure, and explore how content and form work together to achieve purpose.
- **Revision:** Revision is introduced as a creative and critical part of the writing process. Students learn to rethink and refine their work by considering clarity, depth of content, organization, and audience engagement, often with peer or teacher feedback.
- **Editing and Proofreading:** Students apply conventions of grammar, punctuation, and spelling through focused editing and proofreading practices. These skills help enhance the readability and professionalism of their texts while promoting attention to detail.

Instruction for outcome C2 ensures that students build strong habits of mind and technique. Through scaffolded practice and culturally responsive teaching, learners grow into writers who can thoughtfully shape their ideas and communicate with clarity and impact. Whether drafting in a notebook or publishing on a digital platform, students are equipped to navigate the evolving landscape of writing with skill, purpose, and creativity.

Outcome C2: Grade 3

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.1 Printing, Handwriting and Word Processing

Grade 3 Write fluently by hand to develop more legible and automatic handwriting skills.	Grade 4 Write fluently by hand and develop word processing skills to support writing.	Grade 5 Write fluently by hand and develop word processing skills to support writing.	Grade 6 Write fluently by hand and develop word processing skills to support writing.
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Growing Understanding

<p>Writing fluently by hand is an essential skill for students to develop, as it enables them to express their ideas clearly and effectively. By the end of grade 3, the goal is for students to be able to write sentences and paragraphs fluently, focusing on increasing accuracy and legibility. Writing by hand supports cognitive processing and allows students to engage with their writing in a more physical and tangible way, making it easier to organize their thoughts and ideas.</p> <p>Fluency in handwriting: This refers to the ability to write quickly, legibly, and with minimal effort. In Grade 3, students should work toward writing more fluidly, forming letters with consistent size, spacing, and readability. Developing handwriting fluency is essential so that the act of writing does not interfere with the ability to express and organize ideas.</p> <p>At this stage, students can begin to explore cursive writing as an option to support fluency. Teachers are encouraged to introduce the graphical representation of cursive letters and begin modelling cursive writing during brief segments of the day. Cursive should be presented as an additional tool, not a requirement, with a focus on giving students choice. Students may use either manuscript or cursive handwriting and should be supported in selecting the style that helps them write most efficiently and legibly.</p> <p>The emphasis should remain on developing fluency, regardless of handwriting style, so students can focus their cognitive energy on the content of their writing. Cursive instruction should be limited to no more than 10 minutes per day and integrated into meaningful writing opportunities, rather than taught in isolation.</p>	<p>Handwriting practice at this stage should include both sentence writing and paragraph writing, with an emphasis on consistency and clarity. Teachers should provide ample opportunities for students to practice writing both in isolated sentences and in longer compositions, helping students develop the skills they need to communicate their ideas effectively.</p> <p>Students can develop fluency in handwriting while focusing on sentence-level writing, which is essential for building coherent and structured paragraphs. As they progress, students will not only write sentences that are grammatically accurate but also begin to understand how the structure of a sentence (syntax) impacts meaning. At this stage, students are learning to construct simple and compound sentences with increasing accuracy, ensuring proper use of punctuation, capitalization, and parts of speech. Building a foundation in syntax (the arrangement of words in sentences) and grammar (rules governing word choice and sentence structure) will help students develop fluency in writing.</p> <p><i>When practicing fluent handwriting, there is an opportunity to connect with Strand A indicators for syntax, sentence structure, capitalization and punctuation, ensuring teachers take the opportunity to weave together indicators from all strands within the curriculum.</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Write sentences fluently with legible handwriting, focusing on neatness and accuracy.
- Write complete sentences with correct punctuation and capitalization.
- Use handwriting that is legible and consistent, whether in print or cursive.
- Apply proper spacing between words and letters to enhance legibility (e.g., "I left enough space between each word to make my writing easier to read").
- Demonstrate the ability to write for extended periods, focusing on fluency and accuracy (e.g., "I was able to write a paragraph without stopping to fix each letter").

Outcome C2: Grade 3

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.2 Producing Drafts

Grade 3 Draft texts using knowledge of audience, purpose, topic, and conventions.	Grade 4 Draft texts using knowledge of audience, purpose, topic, and conventions.	Grade 5 Draft texts using knowledge of audience, purpose, topic, and conventions.	Grade 6 Draft texts using knowledge of audience, purpose, topic, and conventions.
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Growing Understanding

<p>Drafting texts involves getting ideas down on paper in a coherent form, with a focus on the structure, content, and purpose of the writing. In order to draft text, students must have had time prior, in order to set goals, develop ideas, organize and plan, weaving earlier indicators from not only Strand C to draft texts. It is critical that teachers use indicators from Strand A while teaching writing.</p> <p>Students should be able to draft texts within the three main forms: Informational/Expository, Opinion/Persuasive, and Narrative.</p> <p>Informational/Expository- Start by focusing on clarity and organization. Encourage students to break down information into smaller sections (e.g., using headings or bullet points) and practice explaining concepts clearly and logically. <i>Grade-level writing examples could include, but not limited to:</i></p> <ul style="list-style-type: none">• simple reports on a given topic• descriptive writing about a place or event• how-to guides <p>Opinion/Persuasive- Emphasize the importance of making a clear claim and supporting it with evidence. Teach students how to organize their writing into distinct sections: an introduction with their opinion, supporting paragraphs with reasons and evidence, and a conclusion <i>Grade level writing examples could include but not limited to:</i></p> <ul style="list-style-type: none">• opinion writing• persuasive letters/ short speech	<p>Narrative writing- Help students develop a clear story arc with a beginning, middle, and end. They should focus on character development, setting, and plot. Encouraging the use of sensory details will help students engage their readers and build a vivid narrative. <i>Grade level writing examples could include, but not limited to:</i></p> <ul style="list-style-type: none">• personal narratives sharing an experience or event• simple stories, with a clear beginning, middle, and end. <p>Model the drafting process by writing alongside students. Show them how you draft, whether by creating a mind map, writing the first few sentences, or organizing paragraphs. Discuss the choices you make as you write, such as the decision to include more detail in the introduction or how to support your opinion with a fact.</p> <p><i>See appendix C2.2</i></p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

- Draft a report explaining a topic with a clear main idea and supporting details.
- Write a persuasive letter stating an opinion with at least one supporting reason.
- Create a simple story with a beginning, middle, and end.
- Use graphic organizers to plan and draft writing (e.g., "I used a web to organize my ideas before I wrote my report on plants").
- Develop a clear structure for writing.

Outcome C2: Grade 3

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.3 Revision

Grade 3 Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Grade 4 Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Grade 5 Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Grade 6 Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.
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Growing Understanding

<p>Revision is an essential part of the writing process. In Grade 3, students should begin to understand that revising a draft is about improving the content, clarity, and style of their writing. At this stage, students should focus on making their writing clearer, more complete, and more organized.</p> <p>Content: In Grade 3, students should revise to ensure that their main ideas are supported with sufficient details. They may need to add more information or remove unnecessary details to make their ideas clearer.</p> <p>Clarity: Students should revise to make sure their sentences are clear and easy to understand. This might involve eliminating confusion in phrasing or restructuring sentences for better flow.</p> <p>Style: While Grade 3 students are still learning how to develop their writing style, they can begin to revise for better word choice, sentence structure, and engaging language that fits the purpose of the writing.</p>	<p>Feedback: Using feedback from peers or teachers is an important part of this process. In Grade 3, students may not always be able to make complex revisions independently, so structured peer feedback or guided teacher feedback is essential to help them understand how to improve their writing.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">Revise to add or remove details that clarify the main idea (e.g., "I added more information about my topic to make my report clearer").Revise for sentence clarity, making sentences easier to understand (e.g., "I changed my sentence, so it wasn't confusing").Use feedback to make changes in structure and content.Revise for improved word choice, using more specific or engaging words (e.g., "I changed the word 'good' to 'amazing' to make my writing more interesting").

Outcome C2: Grade 3

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.4 Editing and Proofreading

Grade 3 Make edits to draft texts to improve accuracy and proofread to make corrections.	Grade 4 Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Grade 5 Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Grade 6 Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.
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Growing Understanding

<p>Editing and proofreading are essential steps to improving the clarity, accuracy, and professionalism of their writing. Editing focuses on refining content to make it clearer and more effective, while proofreading focuses on correcting spelling, grammar, punctuation, and sentence structure.</p> <p>Proofreading for Corrections: Proofreading in Grade 3 focuses on identifying and fixing common spelling errors, punctuation mistakes, and grammar issues. Students should learn to focus on spelling patterns (e.g., doubling the final consonant when adding- ing), correct punctuation, and use of capitalization. Teachers should provide examples of proofreading strategies, such as reading the text out loud or using checklists to make sure all errors are corrected.</p> <p><i>See Connections to Strand A and appendix A.1</i></p> <p>Self-Editing: By this stage, students should begin to understand that they can edit their own work. Encouraging students to reread their drafts and make changes themselves is an important skill. However, teacher guidance is still needed for the identification of more complex errors.</p> <p>Peer and Teacher Feedback: Feedback from peers or teachers plays a crucial role in helping students recognize areas that need editing or correction. Peer reviewing or guided teacher feedback can provide students with helpful insights on how to improve their drafts.</p>	<p>Teach Students to Use Checklists: Introduce simple proofreading checklists to students. These can include categories like spelling, punctuation, capitalization, and sentence structure. Students can use the checklist to independently proofread their work before finalizing it.</p> <p>Model Editing and Proofreading: Use examples from students’ drafts to model how to look for and correct common mistakes. Walk them through the steps of editing and proofreading using real examples from their writing.</p> <p>Use Peer Review: Create opportunities for students to read each other’s work. This will help them become familiar with spotting errors and learning to provide constructive feedback to their peers.</p> <p>Focus on Small, Achievable Edits: In Grade 3, focus on the most common errors students make. As they progress through the grades, you can introduce more complex grammatical rules and focus on content revisions as well.</p> <p>Provide Corrective Feedback: Offer feedback on how to make improvements, not just what is wrong. For example, rather than saying "This sentence doesn't make sense," suggest a clearer version of the sentence.</p>
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Evidence of Learning for Indicators

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Look for Grade 3

<ul style="list-style-type: none">▪ Edit drafts to make the content clearer.▪ Proofread for spelling mistakes and correct them.▪ Fix punctuation errors, such as missing periods, commas, or capital letters.▪ Correct grammar issues.▪ Read drafts aloud to catch errors and improve sentence structure.▪ Use proofreading checklists to ensure all necessary corrections are made.

Overview of Publishing, Presenting and Reflecting

Outcome C3

Grade Three Teacher Guide

In today’s digital age, the ability to adeptly use a variety of media and tools for communication is critical. Outcome C3 is designed to ensure students gain proficiency in selecting and utilizing the most suitable and effective media, techniques, and tools to publish and present their texts.

The outcome is designed to help students explore various presentation formats and publishing platforms, helping them to understand the strengths and limitations of each. By experimenting with digital tools, print media, and multimedia presentations, students develop the critical ability to choose the right medium that best matches the purpose and audience of their text. This skill is essential in a world where the effectiveness of communication can be significantly enhanced by the appropriate choice of platform, deepening audience engagement, and ensuring accessibility.

Key Indicators found in Outcome C3:

Publishing and Presenting Texts: Learners explore a range of publishing options, from traditional print to digital platforms, gaining hands-on experience in using these mediums to reach their target audiences. Students refine their presentation skills, learning how to effectively use visual and auditory media to enhance the impact of their spoken or displayed texts.

Reflecting and Self-Evaluation: An integral part of the learning process, students engage in reflective practices to assess their choices and the effectiveness of their communication strategies. This reflection helps them understand their development as communicators and identifies areas for further growth.

The aim is to equip every student with the skills to critically assess and utilize a variety of communication strategies and technological resources. This inclusive approach provides all students with the skills needed to succeed in both academic and real-world settings. Students learn to refine their work by considering feedback and applying their knowledge of text structures and audience engagement, enhancing their ability to produce polished and impactful final pieces.

Outcome C3: Grade 3

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of forms.

Indicators C3.1 Publishing and Presenting Texts

Grade 3 Produce and Present text to audiences.	Grade 4 Produce and Present text to audiences.	Grade 5 Produce and Present text to audiences.	Grade 6 Produce and Present text to audiences.
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Growing Understanding

<p>At Grade 3, the focus should be on introducing students to the concept of publishing and presenting their writing to an audience. This involves creating text that is not only clear and well-organized but also tailored to be engaging and appropriate for an intended audience. The process of presenting can involve a variety of media, such as oral presentations, printed materials, or digital formats.</p> <p>Producing Text: In Grade 3, students should understand the basics of creating a finished piece of writing. This could include handwritten drafts that are finalized for presentation or documents created using a computer. The emphasis should be on clarity, organization, and the appropriate use of language.</p> <p>Presenting to an Audience: Students should learn how to present their work to an audience. This includes speaking clearly, using appropriate tone and volume, and making eye contact. Students should also understand the importance of engaging their audience by being expressive and confident in their presentation.</p> <p>Effective Use of Media: In Grade 3, students can begin using visual aids (such as drawings, posters, or slides), along with their writing, to enhance their presentation. Digital tools may also be introduced, such as PowerPoint, Google Slides, or even simple digital recordings, to allow students to share their work in various formats.</p> <p>Audience Consideration: Students should start thinking about the intended audience for their writing. They should be encouraged to ask themselves questions like: "Who will read this? What kind of language or style is appropriate for them?"</p>	<p>Modelling Presentations: Before having students present their own work, model how to present effectively. Show students how to stand, project their voice, and make eye contact. Demonstrate how to use visual aids like posters or slides to enhance a presentation.</p> <p>Use Graphic Organizers: Encourage students to use graphic organizers (like mind maps or storyboards) to help structure their presentations. This will assist them in organizing their ideas before sharing them with others.</p> <p>Incorporate Technology: Introduce basic digital tools to help students publish their writing. Allow them to create digital slides, videos, or visual aids to support their presentations. Teach them how to format their work and share it with others using Google Docs, PowerPoint.</p> <p>Provide Opportunities for Practice: Give students several opportunities to practice their presentations in smaller groups or with partners before presenting to the whole class. This builds confidence and helps them refine their speaking and presentation skills.</p> <p>Audience Awareness: Teach students how to identify the appropriate tone and language for different audiences. Discuss how presentations might vary when talking to a teacher, peers, or family members.</p> <p>Feedback on Presentations: After presentations, provide specific feedback on how students can improve. Focus on both content (e.g., "You included good details, but you need to explain your main point more clearly") and delivery (e.g., "Remember to speak a little louder and make more eye contact with your audience").</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">▪ Present their text clearly and confidently to an audience, using good posture and speaking skills.▪ Use visual aids such as pictures or charts to support the presentation.▪ Engage the audience by using clear, interesting language and gestures.▪ Use basic digital tools (e.g., Google Docs, PowerPoint, or drawing tools) to present text in digital format (e.g., "I made a simple PowerPoint to show my research on space").▪ Consider the audience when drafting and presenting their text, adjusting language or tone for appropriateness.

Outcome C3: Grade 3

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of text forms.

Indicators C3.2 Reflecting and Self Evaluation

Grade 3 Reflect on strengths and areas for growth throughout the writing process.	Grade 4 Reflect on strengths and areas for growth throughout the writing process	Grade 5 Reflect on strengths and areas for growth throughout the writing process	Grade 6 Reflect on strengths and areas for growth throughout the writing process
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Growing Understanding

<p>Reflection is a critical skill that helps students become more self-aware in their writing journey. Reflection involves looking back at the writing process to evaluate what worked well and what can be improved. Students should reflect on their strengths (what they did well) and areas for growth (what they can improve) throughout the drafting, revising, and finalizing stages. This will help them develop as writers and become more independent in their ability to edit and refine their own work.</p> <p>Strengths and Areas for Growth: It is important for students to identify what parts of their writing were successful and which parts need improvement. Teachers can encourage students to ask themselves questions like: "What did I do well in this draft?" and "What part of my writing could I improve?" This kind of self-assessment helps students see writing as an ongoing process rather than a one-time event.</p> <p>Self-Assessment: Encouraging students to assess their own work allows them to understand their progress and take ownership of their learning. Students can use tools like checklists, writing rubrics, or peer feedback to help them evaluate their drafts. Teachers should model how to reflect on writing by looking at specific examples of work and discussing what could be improved.</p>	<p>Growth Mindset: Reflection should also emphasize a growth mindset, where mistakes are seen as opportunities to learn and improve. Teachers can encourage students to view revisions as a natural part of the writing process and not something to be discouraged by. A positive attitude toward growth will help students see the value in the reflection process.</p> <p>Model Reflection: Show students how to reflect on their writing by modelling your own reflection. Share examples of your own work and talk through your process of identifying strengths and areas for growth.</p> <p>Use Writing Rubrics: Provide students with a writing rubric that highlights key areas to focus on (e.g., content, clarity, organization). Encourage students to self-assess using the rubric, which will help them identify areas for improvement.</p> <p>Peer Reflection: Incorporate peer feedback into the process by having students share their drafts with a partner and give each other constructive feedback. Peer reflection provides additional insights into areas that may need improvement.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 3

<ul style="list-style-type: none">▪ Reflect on their writing by identifying what went well in their draft.▪ Identify areas for growth and suggest how to improve them.▪ Use reflection to guide revisions, showing how reflection leads to improvement (e.g., "After thinking about my writing, I realized I need to fix the order of my ideas in the second paragraph").▪ Use self-assessment tools like rubrics or checklists to evaluate their writing.▪ Accept feedback from peers or teachers and incorporate it into their revisions.▪ Express awareness of personal growth as a writer (e.g., "I'm getting better at using punctuation correctly and organizing my ideas clearly").

Literacy in the Content Areas
Strand D
Grade Three Teacher Guide

Overview of Connecting to the Content Areas

Outcome D1

Grade Three Teacher Guide

In an increasingly information-rich world, students must be equipped with the literacy skills to navigate, comprehend, and communicate ideas across content areas with purpose and clarity. Outcome D1 is designed to help learners apply essential literacy strategies across disciplines, such as building vocabulary and background knowledge, determining importance, conducting research, organizing information, synthesizing findings, and communicating effectively. The goal is for students to do this in subject areas beyond Language Arts, such as science, social studies, and health education.

This outcome recognizes that literacy extends beyond language arts. It is a foundational tool for thinking and learning across disciplines. Students are supported in building the vocabulary and content knowledge they need to access subject-specific texts and media. Through explicit instruction in strategies like identifying relevant information, evaluating sources, and organizing key ideas, learners grow as independent thinkers capable of constructing meaning from multiple sources.

Outcome D1 also emphasizes the role of communication as a tool for deepening understanding. Students learn to use writing and other formats, such as graphic organizers, oral discussions, visual representations, and digital tools, to clarify and refine their thinking as they engage with content. These practices not only support academic achievement but also help students develop critical literacy skills to evaluate and synthesize complex information as they grow.

Key Indicators found in Outcome D1:

- **Learning and Using Vocabulary and Background Knowledge:** Students acquire and apply discipline-specific vocabulary and combine that with their background knowledge to support comprehension.
- **Determining Importance and Research:** Learners identify relevant information aligned to purpose, use a variety of sources to engage in understanding a topic in depth.
- **Synthesizing Information:** Students gather information from multiple sources related to a concept or topic in a content area and combine it to develop a clear, cohesive understanding.
- **Communicating for Thinking and Learning:** Learners use writing, speaking, and visual representations to process and express their ideas within content area learning.

By integrating these literacy practices into content learning, we ensure students are not just absorbing facts, they are learning how to think critically, communicate clearly, and connect ideas across disciplines.

Outcome D1: Grade 3

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.1 Using Vocabulary and Background Knowledge

Grade 3 Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Grade 4 Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Grade 5 Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Grade 6 Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.
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Growing Understanding

<p>In Grade 3, students will expand their academic vocabulary by engaging with subject-specific terms and concepts in health, science, and social studies. Building a strong understanding of vocabulary and concepts is crucial for supporting their comprehension and communication in the content areas. Teachers should provide explicit instruction on key vocabulary and reinforce these terms during reading, writing, and discussions. It is important to note that vocabulary instruction provides an opportunity to integrate Strand A with morphology. While teachers will guide students with specific vocabulary, students will also deepen their understanding by engaging with content-rich texts that introduce new terms and ideas using independent word-learning strategies to enhance their vocabulary through implicit learning.</p> <p><i>Please see appendix D1.1 for each subject specific area- this will show the main topics covered at grade 3 and the potential vocabulary to consider during integrated literacy.</i></p>	<ul style="list-style-type: none">Engage previous knowledge before reading or writing activities by asking students about their experiences and knowledge related to the subject.Use visual aids like graphic organizers, charts, and diagrams to help students organize and apply new vocabulary.Provide multiple opportunities for students to interact with new vocabulary words by using them in various sentences and examples throughout the lesson.Incorporate morphology by breaking down vocabulary words into bases, prefixes and suffixes, helping students understand word meanings and how they can be applied across different contexts.Reinforce vocabulary by encouraging students to use a word in multiple contexts (e.g., in writing assignments, discussions, and presentations).Encourage peer learning by having students work together to explore new terms and their meanings in context (e.g., through collaborative group discussions or presentations).
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

<ul style="list-style-type: none">Use subject-specific vocabulary accurately in writing and speaking to explain concepts or ideas related to content areas.Incorporate and define new vocabulary from subject-specific texts in discussions, demonstrating understanding.Identify and describe key concepts using appropriate vocabulary.Use background knowledge from other subjects to enhance understanding and communication in writing and discussion.Use vocabulary specific to scientific, social, or health concepts correctly in both written and oral communication.
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Outcome D1: Grade 3

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.2 Determining Importance and Research

Grade 3 Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Grade 4 Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Grade 5 Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Grade 6 Gather and use key information from texts and multiple sources to build, organize and communicate understanding.
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Growing Understanding

<p>In Grade 3, students are introduced to the skills needed to gather, organize, and communicate information effectively across different content areas. Students begin to expand their use of subject-specific vocabulary and background knowledge to identify and select key information from various sources. They will engage with different types of texts and formats (books, articles, videos, websites) to gather information and determine importance to then create meaningful responses, both orally and in writing.</p> <p>Identifying Key Information: Students should be able to extract and identify important information from different types of texts. They need to recognize main ideas, supporting details, and key facts that directly contribute to understanding the topic. Students will be taught to focus on essential content while avoiding irrelevant details.</p> <p>Organizing Information: Students will use organizational tools to structure the information they gather. This could involve using graphic organizers (e.g., T-charts, Venn diagrams), outlines, or lists to break down information into clear categories. These tools help students organize their thoughts and structure their writing or oral presentations effectively.</p> <p>Culturally Responsive Teaching Considerations: It is important to recognize the diverse cultural backgrounds students bring into the classroom. This can be reflected in the content selected for reading, the use of diverse sources, and the inclusion of culturally relevant topics. By integrating funds of knowledge, teachers can create more inclusive and meaningful learning experiences for all students</p>	<p>Instructional Ideas:</p> <ul style="list-style-type: none">• Model the Process of Gathering Information: Think aloud while reading and gathering information from different sources. Demonstrate how to select key facts and distinguish between important and less relevant information.• Provide Visual Organizers: Use graphic organizers like T-charts, Venn diagrams, or concept maps to help students structure the information they gather. For example, when learning about communities, students can use a Venn diagram to compare urban and rural life.• Encourage Use of Multiple Sources: Ask students to use a combination of books, websites, and videos to research a topic. Encourage them to compare how each source presents the same information and discuss the differences.• Teach Meaningful Notetaking: Guide students in effective note-taking techniques, such as using bullet points, highlighting, or paraphrasing. Provide examples of how to extract the most important details from a text and communicate those ideas clearly in writing.• Use Technology: Allow students to use word processing software, digital tools for organizing information, or interactive whiteboards to collaborate and present their findings.
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

- Identify key details that directly relate to the purpose of reading.
- Summarize texts by selecting relevant details and omitting less important information.
- Select and use appropriate graphic organizers to sort and organize information.
- Create outlines or lists to help structure writing or presentations.
- Record key points and details from a variety of sources.
- Summarize information in their own words when necessary
- Select information that answers specific questions related to the purpose of reading.
- Use highlighting or underlining to mark relevant information.
- Use oral summaries to express the main points in their own words.

Outcome D1: Grade 3

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.3 Synthesizing Information

Grade 3 Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Grade 4 Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Grade 5 Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Grade 6 Use information from multiple sources to communicate a cohesive understanding of a content-area concept.
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Growing Understanding

In Grade 3, students begin to expand their ability to gather information from multiple sources, such as videos, websites, informational texts, and reading materials, and synthesize it into coherent understanding. This is a foundational skill for progressing from basic reading comprehension to a deeper level of critical thinking and communication. By connecting ideas from different formats, students broaden their understanding of topics and enhance their ability to make connections across sources. It's essential to emphasize the differences between synthesizing and summarizing to support their growing comprehension skills. Synthesizing involves combining well-connected ideas from various sources, while summarizing focuses on condensing key details from a single source.

Synthesizing vs. Summarizing:

Summarizing: Summarizing is the act of condensing information into a shorter form, focusing on the main points and key ideas. It requires students to pick out the most important facts or events from a text and express them briefly in their own words.

Synthesizing: Synthesizing involves combining information from multiple sources to create a new understanding or viewpoint. This means students not only condense information but also integrate it, making connections and building on what they have read to form a broader or more complex understanding.

Using Information from Multiple Sources: Students should practice gathering information from a variety of sources, including books, articles, websites, or videos, and use these sources to develop a deeper understanding of a content-area concept. The goal is not just to recall facts but to integrate and combine knowledge from different sources to create new insights. For example, in Social Studies 3, students can read Lunar New Year Surprise, When I Wrap My Hair, and Eid Surprises to explore different cultural expressions.

- Instructional Ideas:**
- **Explicitly Model Synthesizing vs. Summarizing:** Show students the difference between synthesizing and summarizing by thinking aloud as you read a text. Start by summarizing the information and then demonstrate how you combine that information with what you know from other sources to make new connections.
 - **Provide Graphic Organizers:** Use graphic organizers to help students sort information from multiple sources. For example, a Venn diagram can help students compare information from two different sources, while a concept map can help students organize synthesized information.
 - **Use Questioning to Guide Synthesis:** Encourage students to ask questions like, "How does this information connect to what I already know?" or "What other source agrees with this information?" This will help them synthesize information and make connections between different sources.
 - **Give Practice Opportunities:** Give students regular practice with synthesizing information from different sources. This can be through reading, videos, class discussions, or research activities. Begin with simpler topics and gradually introduce more complex concepts as students develop their synthesizing skills.

Evidence of Learning for Indicators

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Look for Grade 3

- Gather information from at least two sources (e.g., a book and a video) on the same topic.
- Compare information from different sources to identify similarities and differences.
- Identify and summarize the main ideas and key points from a text.
- Condense information to focus on the most important aspects without adding unnecessary details.
- Combine information from multiple sources to create a new understanding or viewpoint.
- Use information from various sources to make connections and develop a fuller picture of a concept.
- Clearly communicate understanding through writing or oral presentation, integrating information from multiple sources.

DRAFT

Outcome D1: Grade 3

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.4 Communicating for Thinking and Learning

Grade 3 Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Grade 4 Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Grade 5 Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Grade 6 Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.
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Growing Understanding

<p>In Grade 3, students use writing and other communication forms to organize, refine, and express ideas related to other content areas. Students should be able to explain concepts from these areas by organizing their thoughts logically and using appropriate vocabulary. As students begin working with more complex concepts in each subject, it is crucial for teachers to provide explicit instruction on using communication forms (written, spoken, and visual) to clearly convey their understanding.</p> <p>Writing and Communication Forms:</p> <ul style="list-style-type: none">Health: Students will communicate their understanding of health-related topics through written reports, diagrams, and oral presentations.Science: Students will explain scientific concepts (soil, plants, forces, and structures) using drawings, written descriptions, and oral explanations. This involves describing processes or structures and demonstrating how things work in the natural world.Social Studies: Students will explain social studies concepts (the geography of Atlantic Canada, cultural heritage, and citizenship) by writing reports, presenting information to peers, or participating in group discussions.	<p>Expressing Ideas for Learning in Different Content Areas: Students should communicate their understanding of health, science, and social studies concepts using the appropriate terminology and organizational structures.</p> <p>For instance, in science, students could write a report explaining the stages of soil formation and present their findings using diagrams. In social studies, students might create a cultural collage of cultural expression important to the Mi'kmaq, Acadians, African Nova Scotians, and Gaels.</p> <p>Connecting opportunities for presenting and writing on topics related to other content areas has been shown to increase student engagement and comprehension. When students write about subjects they are learning in other disciplines, it strengthens their understanding and reinforces vocabulary and morphology from Strand A, comprehension skills from Strand B, and opportunity to try different writing forms from Strand C.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 3

<ul style="list-style-type: none">Write clear and organized explanations of health-related concepts, scientific processes, or social studies topics using appropriate terminology.Use oral presentations or discussions to explain concepts and demonstrate understanding.Use visual aids to support oral or written communication.Improve oral presentations by ensuring ideas flow logically and use appropriate vocabulary.Use subject-specific vocabulary to explain concepts in health, science, and social studies.Communicate understanding through writing, oral presentations, and other creative forms (e.g., creating posters or models).Present information clearly, with a logical structure and clear connections between ideas.Annotated maps, research reports, persuasive letters to local government officials.
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Appendices

Strand A- D

Grade Three Teacher Guide

Outcome A2.1: Grade 3 Appendix

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.

Spelling Pattern Reference Sheet

English has a reputation of being overly complicated. It is complex - but there is a predictable structure! This reference sheet gives an overview of some of the “tendencies” in English that explain why words are spelled the way they are. Note that this chart is not designed to be used directly with students - the purpose is to support educator knowledge.

Pattern or Tendency	Explanation	Examples and Non-Examples
Beginning c vs. k	At the beginning of a word or syllable, /k/ is usually spelled <c> if it comes before a, o, u, or a consonant. It is usually spelled <k> if it comes before an e or i.	<c> cat, cold, cut, clap <k> keep, kit
Short Vowel Ending: ck	At the end of a word or syllable, the /k/ sound is spelled <ck> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <k>.	<ck> brick, luck <k> pink, oak
Short Vowel Ending: FLoSS	At the end of a word or syllable, the letters f, l, s, and z are doubled when they come right after a short vowel.	Examples: cuff, hill, dress, buzz Non-Examples: last, heel
Short Vowel Ending: tch	At the end of a word or syllable, the /ch/ sound is spelled <tch> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ch>.	<tch> catch, sketch <ch> bench, beach
Short Vowel Ending: dge	At the end of a word or syllable, the /j/ sound is spelled <dge> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ge>.	<dge> edge, budge <ge> hinge, huge
Soft c	C tends to soften to the /s/ sound when it comes before e, i, or y.	Soft c: city, cent, cycle Hard c: cap, cot, cut
Soft g	G tends to soften to the /j/ sound when it comes before e, i, or y, though this is less regular than the soft c pattern.	Soft g: gem, giraffe, gym Hard g: gate, go, gum Exceptions include give, get
aw vs. au	<au> tends to be used at the beginning or in the middle of words or syllables, while <aw> tends to come at the end, or before a final l, n or k.	<au> August, launch <aw> claw, fawn, hawk, crawl
oi vs. oy	<oi> tends to be used at the beginning or in the middle of words or syllables, while <oy> tends to come at the end.	<oi> oil, boil <oy> toy, oyster
ai vs. ay	<ai> tends to be used at the beginning or in the middle of words or syllables, while <ay> tends to come at the end.	<ai> paint, aim <ay> pay, playful
ow vs. ou	<ou> tends to be used at the beginning or in the middle of words or syllables, while <ow> tends to come at the end, or before a final l, or n.	<ou> ouch, round <ow> how, howl, brown
IJUV	English words typically don't end with i, j, u, or v. Other spellings are often used when these sounds are at the end of a word.	Examples: sky, huge, blue, love
2 sounds of -y	At the end of a one-syllable word, a final -y is usually pronounced as a long i. At the end of a two-syllable word, it is usually pronounced as a long e.	long i - sky long e - happy
3 sounds of -ed	The suffix -ed has 3 different sounds - /id/, /d/, and /t/.	/id/ melted /d/ smelled /t/ jumped
Suffix Base Changes: E-drop	When adding a suffix that starts with a vowel (ing, y, ed, er, etc.) to a base that ends with e, drop the final e.	Example: hope - hoping Non-Example: hope – hopeful
Suffix Base Changes: Y-to-I	When adding a suffix that doesn't start with i to a base that ends in y, change the final y of the base to an i.	Examples: baby - babies, happy - happiness Non-Example: carry - carrying

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Outcome A2.2 Grade 3 Appendix – Morphology

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.

Morphology is best introduced using simple morphemes. As students build their understanding, teachers can gradually introduce more complex prefixes and suffixes, followed by Latin and Greek roots. Throughout this progression, it is important to reinforce previously taught morphemes through ongoing instruction and corrective feedback. For example, common errors such as incorrect use of possessive "'s" often go uncorrected, even into high school. Providing consistent feedback helps ensure students not only recognize morphemes but also apply them accurately in their writing.

Phase	Focus	Examples		Teaching Notes
Introduction (2-3)	Compound Words and Plurals	Closed form	Sunflower Toothbrush snowman	Teach 3 kinds of compound words- closed form, open form and hyphenated.
		Open form	Ice cream Post office	
		Hyphenated form	Mother -in-law Part-time Check-in	
		-s	Cats Dogs books	
		-es	Buses Foxes Wishes	
		Drop y +-ies	Puppies stories	
Building (3-4)	Introduce inflectional suffixes and basic derivational prefixes	Inflectional suffixes		Focus on foundational affix patterns and spelling rules. – (see appendix A2.1 as well)
		-ed	Jumped Played washed	
		-ing	Running Reading smiling	
		-er	Faster Teacher baker	
		-est	Fastest Smallest kindest	
		Derivational Prefixes		
		Un-	Unhappy Undo unfair	
		Re-	Replay Redo rebuild	
		Pre-	Preview Preheat preschool	
		Dis-	Dislike Disagree disconnect	
		Miss	Misplace Misbehave misspell	
Applying (4-5)	Expand to include common derivational suffixes and Latin roots	Common Derivational Suffixes		Help students see how affixes change meaning and support comprehension.
		-ful	hopeful	
		-less	careless	
		-ness	kindness	
		-ment	enjoyment	
		-able/-ible	Readable visible	

		-tion/ -sion	Creation expansion	
		-er/or	Teacher actor	
		-ly	Quickly	
		High-Utility Latin Roots		
		Scrib/script	Describe Script inscription	
		Port	Transport Import portable	
		ject	Project Eject injection	
		struct	Construct Structure Destruction	
		vis/vid	Vison Video invisible	
		dict	Predict Dictionary Contradict	
Deepening (5-6)	Introduce Greet roots and complex suffix patterns	High-utility Greek roots		Emphasize morphological analysis across subject areas and in multisyllabic academic vocabulary. Have students build word webs or sort by root/suffix combination to visually understand how words are constructed and altered.
		Photo	Photography	
		Geo	Geography Geology	
		Auto	Autograph Automatic	
		Therm	Thermometer Thermal	
		Graph	Autograph Paragraph	
		Scope	Telescope Microscope	
		Meter	Centimeter Barometer	
		Phon	Telephone Symphony	
		Bio	Biology Biography	
		Hydo	Hydrate Hydroeclectric	

Term	Definition
Inflectional suffixes	<p>Inflectional morphemes are suffixes which do not change the essential meaning or grammatical category of a word.</p> <p>They do information when added to the following types of base words:</p> <p>Nouns – inflectional suffixes are added to form plurals (dog-dogs, baby-babies, roof rooves) or to show possession (mom-mom’s)</p> <p>Adjectives – inflectional suffixes are added to make comparisons (big, bigger, biggest)</p> <p>Verbs – inflectional suffixes are added to show tense (walk, walked, walking, walks)</p> <p>*** see spelling appendix for common patterns</p>
Derivational Prefixes	<p>Derivational prefixes are added to the beginning of a base word to change its meaning.</p> <p>Unlike inflectional morphemes, these prefixes often create a new word with a different meaning or function, but they do not change the word’s grammatical ending.</p> <p>For example:</p> <ul style="list-style-type: none">• happy becomes unhappy (changing meaning)• cycle becomes recycled (changing the action or direction).

Adapted from New South Wales Australia for further expansion see: [file://Downloads/morphemes-suggested-sequence.pdf](#)

Outcome A2.3: Grade 3 Appendix –Vocab Tier 2

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.

Tier 2 words are high-utility academic vocabulary found across a wide range of texts, including literature, informational materials, and subject-area content. These words differ from everyday Tier 1 vocabulary (e.g., *walk, happy*) and are more general than domain-specific Tier 3 terms (e.g., *evaporation, parliament*). Tier 2 words often appear more frequently in written language than in conversation and are essential for enhancing comprehension and supporting academic thinking across all subjects.

Tier 2 words often:

- Appear in written text more than in spoken language
- Carry meaning that enhances comprehension
- Have multiple meanings
- Can be taught through context, morphology, and explicit instruction

Some Tier 2 words may overlap with Tier 3 vocabulary depending on the context. Words such as *cycle, system, or impact* can appear in both general academic and subject-specific texts. Teachers should use professional judgment to determine when and how to reinforce these terms across disciplines. It is also important to teach multiple-meaning words explicitly, as their complexity can lead to confusion. For example, the word *right* may mean *correct, a direction, or a legal entitlement* depending on context. Addressing these nuances through direct instruction helps students build precise understanding and use language effectively in reading, writing, and discussion.

Tier 2 academic vocabulary is not meant to be taught once and left behind. These words are foundational to thinking, discussing, and writing across all subjects and grade levels. While the phases in this progression build from less to more complex use, vocabulary instruction should remain flexible and responsive. Words introduced in earlier phases, such as *describe, compare, or identify*, are continually revisited and deepened through exposure to more complex texts and tasks. Similarly, more advanced Tier 2 words, like *analyze, synthesize, or evaluate*, may be introduced earlier through rich classroom discussion, read-aloud, or modeled writing, even if not yet expected in student production.

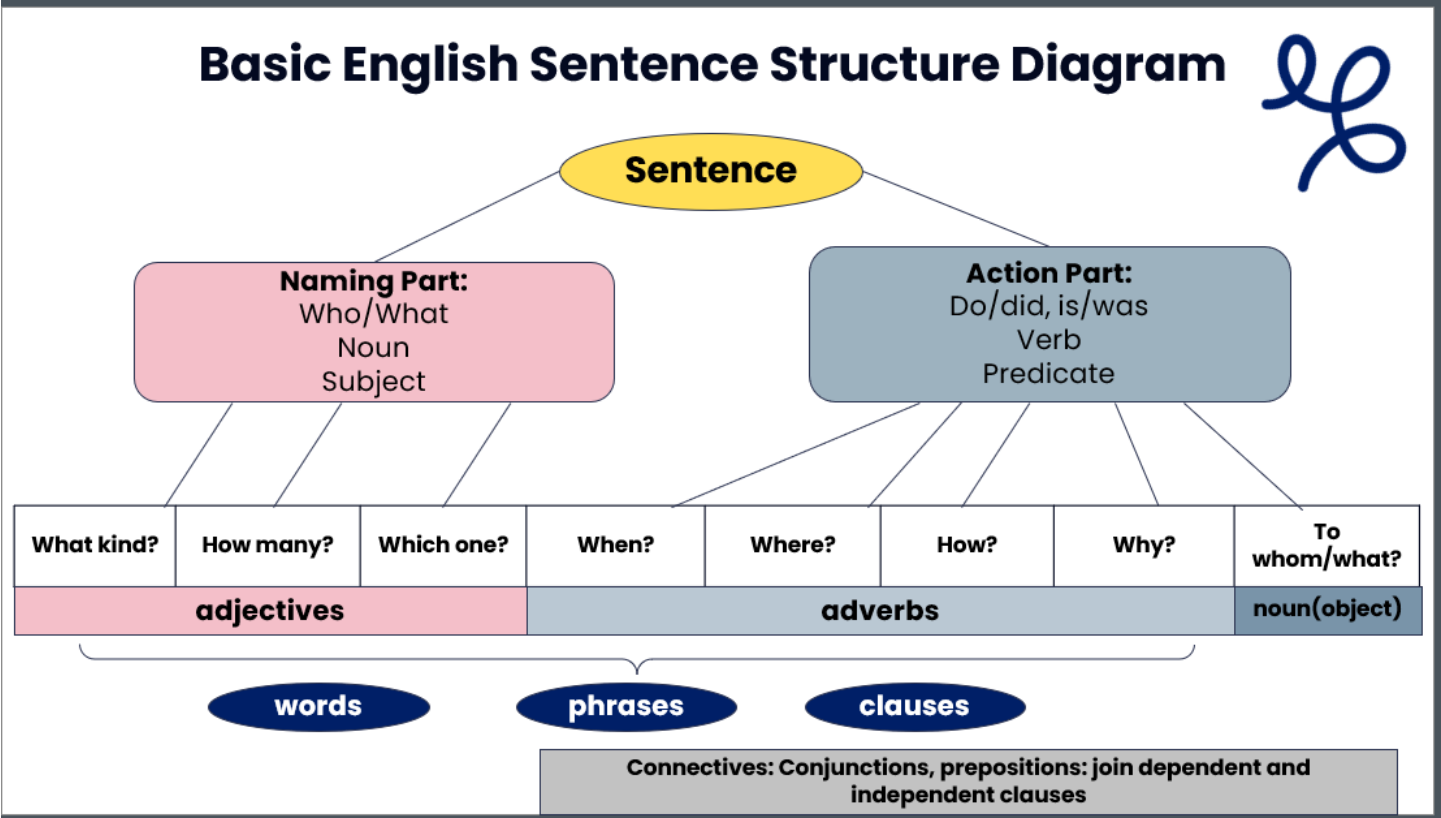
This recursive approach ensures students not only recognize and understand Tier 2 vocabulary but also learn how to apply it in increasingly sophisticated ways over time. The goal is to support academic thinking by weaving this language into all parts of instruction, reading, writing, speaking, and listening, across the curriculum.

Phase	Verbs	Adjectives	Purpose
Foundational Use of Academic Language	Describe Compare Identify Respond Group Think Change	Clear Important Problem	These words support oral and written explanations, categorization and early comprehension. They are often used when labeling, sharing ideas, and making simple observations.
Transitional Academic Language	Explain Contrast Determine Summarize Categorize Question Adapt	Specific Significant Infer	Words in this phase require learners to begin organizing ideas, supporting thinking with evidence and navigating content connections.
Expanding Reasoning	Interpret Evaluate Justify Generalize Classify Inquire Transform Enhance	Precise Imply Relevant	Learners begin using more abstract reasoning, justifying claims, and interpreting more complex text or ideas. These words support opinion writing, critical responses and deeper comprehension.
Meta Cognition	Analyze Synthesize Elaborate Critique Organize Conclude	Nuanced Dilemma	These words enable high-level thinking, such as evaluation of multiple perspectives, synthesizing sources, and engaging in critical reflection. They are used in complex discussions, essays, debates and multi-text comprehension.

Outcome A3.1: Grade 3 Appendix

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures support reading comprehension and writing.



Outcome A3.2: Grade 3 Appendix – The Functions of Parts of Speech.

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures to support reading comprehension and writing.

Term	Function Role	Examples
Noun	Names who or what- Namer	The dog barked. That city is beautiful
Adjective	Expands the noun How many? What kind? Which one?	Three green apples. The old castle. That first book
Verb	Tells the action- did what? Links the subject to a word or phrase in the predicate- is what?	She ran to the store. He is tired.
Adverb	Expands the action/verb Where? When? How? Why?	They arrived yesterday (when). He moved quickly (how). She sits there (where). He left because he was sick (why).
Preposition	Signals the relationship of nouns to other nouns or verbs. (Dogs with bushy tails- (with) links dogs and tails, ran in the field- (in) link ran and field)	The cat sat on the mat. She walked through the door.
Pronoun	Replace and/or refers to nouns (subjective, objective, relative)	I, you, he, she, they we, it (subjective) She is reading a book. Me, you him, her us, them it (objective) Give the ball to him . Who, whom, shoes, which that (relative) The girl who one the race is my friend.
Conjunctions	Joins words, phrase, or clauses (coordinating or subordinating)	I wanted pizza, but she chose salad. (coordinating) We stayed inside because it rained. (subordinating)
Interjections	Expresses emotion	Wow! That was amazing. Oh no , I forgot my book!

***Adapted from Syntax: Knowledge to Practice (p.12)

Outcome B2.1: Grade 3 Appendix – Building Reading Comprehension

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Before students can effectively use metacognitive strategies (found on next appendix) like rereading, questioning, or clarifying, they need a strong foundation in content knowledge, vocabulary, and text structure. These elements provide the mental framework that makes meaning-making possible. Without them, students may not recognize when they're confused or know how to fix it.

Explicit instruction in background knowledge, Tier 2 vocabulary, and morphology should come first. Once students have the tools to understand what they're reading, metacognitive strategies can be introduced to help them monitor and strengthen their comprehension.

<p>Building Background Knowledge:</p> <p>Students need sufficient content and conceptual knowledge to make sense of what they read. Instruction should connect new information to existing schemas and build background when it's lacking, especially critical for equity and multilingual learners.</p> <p>Why it matters: Background knowledge provides a mental framework or "mental model" to support meaning-making.</p>	<p>Vocabulary and Morphology Instruction:</p> <p>Explicit instruction in Tier 2 vocabulary and morphological awareness (prefixes, suffixes, roots) strengthens comprehension by expanding word knowledge and supporting students' ability to infer meanings of unfamiliar words.</p> <p>Why it matters: Vocabulary and background knowledge together form a "one-two punch" for comprehension</p>
<p>Summarizing:</p> <p>Summarization teaches students to extract and organize key information, distinguish between main ideas and details, and internalize what they've read. It supports both comprehension and memory retention, especially in content-area texts.</p>	<p>Understanding Text Structure:</p> <p>Teaching students to recognize common organizational patterns (e.g., cause/effect, compare/contrast, problem/solution) and signal words helps them anticipate and organize information while reading.</p> <p>Why it matters: Text structure awareness improves comprehension and memory of content-area texts.</p>
<p>Making Inferences:</p> <p>Readers must often fill in gaps by using implicit information in the text and connecting it to what they know. This includes causal inferences, emotional understanding, and predictions.</p>	<p>Synthesizing:</p> <p>Synthesizing goes beyond summarizing by combining ideas from multiple parts of a text—or multiple texts—to form new understanding. It requires students to track changes in thinking, identify patterns or contradictions, and construct a deeper meaning.</p> <p>Why it matters: Synthesis helps students build knowledge and develop critical thinking. It's especially important for integrating content across the curriculum.</p>

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.

[file:///C:/Users/cawil/Downloads/Understanding%20and%20Teaching%20Reading%20Comprehension 25 02 13 09 46 06.pdf](file:///C:/Users/cawil/Downloads/Understanding%20and%20Teaching%20Reading%20Comprehension%2025%2002%2013%2009%2046%2006.pdf)

Hennessy, Nancy Lewis. *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*. Brookes Publishing, 2021.

Outcome B2.1: Grade 3 Appendix – Reading Comprehension Strategies

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Comprehension Monitoring (Metacognition)		
Comprehension monitoring is the ability to notice when understanding breaks down during reading and to take steps to restore meaning. This metacognitive skill empowers students to become self-aware, strategic readers. Why it matters: Good readers are active readers. They don't just push through confusion—they notice it, pause, and do something about it. Teaching students how to monitor and fix comprehension breakdowns builds reading independence and deeper understanding.		
Rereading: Going back and reading a section again, either to clarify meaning, catch missed information, or reinforce understanding.	Questioning: Asking questions before, during, and after reading to clarify meaning, make predictions, or check for understanding.	Clarifying Vocabulary: Stopping to figure out the meaning of unknown or confusing words using strategies.
When to use: <ul style="list-style-type: none">When the text suddenly stops making sense.After reading a confusing or complex sentence or paragraph.If a key detail was missed or forgotten.	When to use: <ul style="list-style-type: none">When encountering an unfamiliar idea or shift in topic.When confused about a character's actions or an author's point.To check comprehension or anticipate what comes next.	When to use: <ul style="list-style-type: none">When a word is unfamiliar or causes confusion.When a known word is used in an unexpected way.When understanding hinges on knowing what the word means.
Student prompt examples: <ul style="list-style-type: none">"That didn't make sense—I'll go back and read it again.""Let me try reading that more slowly.""I think I missed something important in the last paragraph."	Student prompt examples: <ul style="list-style-type: none">"What does the author mean here?""Why did the character do that?""What might happen next?""What is the main idea of this part?"	Student prompt examples: <ul style="list-style-type: none">"What does that word mean here?""Can I figure it out from the sentence around it?""Does the prefix or suffix give me a clue?""Should I look it up or ask someone?"
Model rereading with think-alouds: <i>"Hmm... I didn't understand that. Let me try that again, starting from here."</i>	Use reciprocal teaching or stop-and-think questioning during shared reading. Explicitly model asking both literal and inferential questions.	Teach context strategies (definition, synonym, antonym, example, restatement) and model them using real reading passages. Reinforce connections to morphology (prefix-root-suffix).

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.

file:///C:/Users/cawil/Downloads/Understanding%20and%20Teaching%20Reading%20Comprehension_25_02_13_09_46_06.pdf

Hennessy, Nancy Lewis. *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*. Brookes Publishing, 2021.

Outcome B2.1: Grade 3 Appendix – Reading Strategies Continued

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Effective reading comprehension instruction is not about checking for recall, it’s about helping students make meaning, build knowledge, and transform that knowledge through thinking and writing. Research in literacy and cognitive strategy instruction shows that students comprehend more deeply when strategies are taught explicitly and purposefully within the context of rich, content-driven texts.

Reading and writing are reciprocal processes: students read to gather and organize ideas, then write to refine and express their understanding. Teaching comprehension strategies in isolation misses the opportunity to support deeper learning. True comprehension happens when students can analyze, synthesize, and communicate ideas, transforming information into understanding.

This resource is designed to guide teacher planning and instruction, not as a student handout. It supports a shift in teaching practice by providing clear guidance on how to model, scaffold, and integrate strategies within meaningful reading and writing experiences

From	To
Choosing a book only because it fits a specific strategy.	Selecting a text first based on content and purpose. (not a strategy)
Isolate strategies from meaningful content or without a clear reading purpose.	Model key strategies – repeatedly and in varied ways using a variety of text.
Re-read texts without addressing confusion or supporting vocabulary development.	Support knowledge building by integrating vocabulary and content learning
Teach one strategy a week in isolation from authentic reading.	Revisit and combine strategies flexibly over time and across subjects
Rely on fill in the blank or right/wrong questions that don't show thinking.	Use “think aloud” to demonstrate metacognitive reflection:- <ul style="list-style-type: none">• The strategy that helped me to understand this was...• When I was confused I did... Asking this question helped me to understand...
Only independent seat work or test-like task	Use cooperative dialogue with students to practice teaching and applying strategies together
Use worksheets that emphasize recall over analysis or reflection.	Encourage meaningful note-taking that reinforces and tracks thinking
Present organizers without guiding students on how to use them for understanding.	Use graphic organizers to help students visualize relationships and structures in the text.

Outcome B3.2 Grade 3 Appendix – Literacy and Rhetorical Devices

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Identify literary and rhetorical devices and describe how they help communicate meaning.

This appendix offers guidance for the intentional and developmental teaching of literary and rhetorical devices from Grades 3 to 6. While new devices are introduced at each grade level, instruction is not limited to the year of introduction. Students are expected to continue recognizing, using, and analyzing devices learned in previous years. This cumulative approach builds a deeper understanding and supports flexible application in both reading and writing.

As students advance, they revisit familiar devices within increasingly complex texts and begin to examine their effect on meaning, audience, and purpose. Teachers are encouraged to embed previously taught devices into ongoing instruction, modelling how authors combine techniques to enhance clarity, tone, and expression. This recursive approach ensures literary devices are not treated as isolated skills but as integral tools that support comprehension, critical analysis, and composition across all text forms.

Foundational Literary and Rhetorical Devices - Foundational to Advanced

Device	Text Type	Complexity
Alliteration	Narrative, Opinion	Foundational
Call to Action	Opinion	Foundational
Dialogue	Narrative	Foundational
Hyperbole	Narrative, Opinion	Foundational
Onomatopoeia	Narrative	Foundational
Protagonist	Narrative	Foundational
Repetition	Narrative, Opinion	Foundational
Simile	Narrative, Opinion	Foundational
Stanza	Narrative (Poetry)	Foundational
Atmosphere	Narrative	Intermediate
Characterization	Narrative	Intermediate
Conflict	Narrative	Intermediate
Flashback	Narrative	Intermediate
Foreshadowing	Narrative	Intermediate
Imagery	Narrative, Opinion	Intermediate
Metaphor	Narrative, Opinion	Intermediate
Personification	Narrative	Intermediate
Point of View	Narrative, Opinion, Information	Intermediate
Rhetorical Question	Opinion, Information	Intermediate
Symbol	Narrative	Advanced
Theme	Narrative	Advanced
Tone	Narrative, Opinion	Advanced

Outcome C2.1: Grade 3 Appendix – Writing Text Form Examples

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Draft texts using knowledge of audience, purpose, topic, and conventions.

Understanding Text Form and Genre

Text form refers to the structure, organization, or presentation of a text. It encompasses the overall shape of the writing and represents foundational categories of expression, these are broad, structural groupings.

Genre, on the other hand, refers to the specific type or category of content within a form, often defined by its purpose, audience, and features. For example, within the form of poetry, genres may include narrative poetry, lyric poetry, haiku, free verse, and more.

Why this distinction matters for instruction:

In Grades 3–6, it is beneficial to teach *form* before *genre*. This allows students to first recognize structural elements and understand how texts are constructed, which provides a strong foundation for analyzing and composing within more specific genres. Introducing text forms in earlier grades should not be seen as limiting; rather, forms should be revisited in later grades with increasing complexity to deepen understanding and strengthen application.

Students should also learn to write for a variety of purposes. Understanding the purpose of each genre helps them select the most appropriate genre for a given writing task. When teaching a genre, teachers should highlight its purpose and explain how its key features support that purpose. Connecting genres to real-world scenarios enhances relevance and helps students see the practical application of their writing choices (Graham & Perin, 2007, p. 20).

Reference:
Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Alliance for Excellent Education. <https://files.eric.ed.gov/fulltext/ED533112.pdf>

Purpose	Explanation	Grade Range	Examples of genres
Describe	To describe something, such as a person, place, process, or experience, in vivid detail	P-3	<ul style="list-style-type: none">• descriptions (e.g., people, places, or events)• character sketches• nature writing• brochures• pattern Books• free verse poetry
Narrate	To tell a story of an experience, event, or sequence of events while holding the reader's interest	1-3	<ul style="list-style-type: none">• diary entries (real or fictional)• folktales, fairy tales, fables• short stories• poems
Inform	To examine previously learned information or provide new information	2-6	<ul style="list-style-type: none">• summaries of new or previously learned information• instructions or directions• letters• newspaper articles• science reports
Persuade/analyze	To give an opinion to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another	2-3 4-6 Writing strategies will become more sophisticated from 4 to 6	<ul style="list-style-type: none">• persuasive essays• editorials• compare-and-contrast essays• reviews (e.g., of books and movies)• literary analysis

Outcome D1: Grade 3 Appendix – Content Area Outcomes for Grade 3

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

This appendix offers a quick-reference guide to the Grade 3 outcomes in Health, Science, and Social Studies to support meaningful integration of literacy instruction across the curriculum. By aligning reading, writing, speaking, and listening tasks with the topics already being explored in these subject areas, teachers can create authentic opportunities for students to deepen understanding, apply literacy skills in context, and build background knowledge.

The intent is not to add more content, but to leverage what is already being taught to enrich literacy instruction. When students read informational texts related to their science unit or write reflections on a health topic, they engage more deeply, see purpose in their learning, and develop both content knowledge and communication skills. Teachers are encouraged to use this appendix to spark ideas for integrating vocabulary, (see next appendix for support) text types, and writing forms into the content areas in ways that are purposeful, connected, and engaging.

Health Education Grade 3:

Science Grade 3:

- Learners will analyze soil in the environment.
- Learners will investigate plants in the environment.
- Learners will investigate invisible forces.
- Learners will construct a structure in response to a design challenge.

Social Studies Grade 3:

- Learners will investigate the location of Nova Scotia in Atlantic Canada.
- Learners will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi' kmaq, through their expressions of culture.
- Learners will implement strategies that promote positive interactions in the community.
- Learners will investigate the rights and responsibilities of citizens in a democracy.

Outcome D1.1: Grade 3 Appendix –Vocabulary Social Studies

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
Primary	Learners will investigate the groups to which they belong.	Groups and belonging	Group, community, member, belong, Mi'kmaq, Acadians, African Nova Scotians, Gaels
	Learners will investigate how cooperation is an important part of being a group member.	Cooperation and Collaboration	Cooperate, share, collaborate, strategy, teamwork, support, positive relationship, consensus, problem-solving
	Learners will investigate how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and various cultural groups, have varied traditions, rituals, and celebrations.	Traditions and Celebrations	Tradition, celebration, ritual, culture, holiday, respect, roots, local
1	Learners will investigate the diversity of cultural groups.	Diverse cultural groups	Diversity, culture, group, community, Acadian, Mi'kmaq, African Nova Scotian, Gael, unique, traditions, similarities, differences
	Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.	Environment and Responsibility	Environment, nature, responsibility, climate, Netukulimk, protection, care, recycle, natural, clean, community, action, reuse, reduce, share
	Learners will investigate the locations of Mi'kmaq communities in Nova Scotia	Mi'kmaq Communities	Mi'kmaq, community, Nova Scotia, Mi'kma'ki, location, Indigenous, First Nations Communities: Membertou, Wahmatcook, Wek'koqma'q, Eskasoni, Potlotek, Paqtnekek, Pictou Landing, Millbrook, Siekne'katik, Glooscap, Annapolis Valley, Bear River, Acadia
	Learners will analyse the difference between needs and wants.	Needs and Wants	Needs, wants, respect, choices, important
2	Learners will investigate change in a community	Change in Community	Change, community, decision, individual, group, react, respond, past, present, future, adapt
	Learners will investigate how individuals and diverse cultural groups, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, have contributed to change.	People Creating Change	Action, change, positive, community, province, contribution, leader, volunteer, role model, cultural group, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Investigate how decisions are made by consumers	Consumer Decisions	Consumer, producer, goods, services, money, need, want, cost, budget, buy, sell

	Learners will analyse ways for supporting sustainable development in local communities	Sustainable development	Sustainability, development, natural resources, protect, environment, share, future, community, issue, conservation
3	Learners will investigate the location of Nova Scotia in Atlantic Canada	Geography of Atlantic Canada	Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador, province, ocean, Atlantic, location, region, map, symbol, landmark, scale, water body, country, Canada, map, geography
	Learners will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, through their expressions of culture	Cultural Expressions	Culture, expression, language, music, art, tradition, story, identity, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Learners will implement strategies that promote positive interactions in the community	Positive Interactions	Interaction, respect, stereotype. Community, action plan, diversity, inclusive, support, help, stereotype, supportive,
	Learners will investigate the rights and responsibilities of citizens in a democracy.	Citizenship	Citizen, democracy, government, responsibility, right, freedom, digital, community, participation, involvement, leader, active citizenship
4	Learners will investigate the concept of exploration	Exploration	Explore, explorer, curiosity, discovery, innovation, problem-solving
	Learners will investigate the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.	Stories of Explorers	Exploration, explorer, challenge, innovation, motivation, significance, geography, journey, perspective, change, resilience, Acadians, African Nova Scotians, Gaels, Mi'kmaq, obstacle, accomplishment, legacy, impact, story, history
	Learners will evaluate the impacts of exploration.	Impact of Exploration	Impact, consequence, positive, negative, environment, perspective, change, attitude, natural resource, Indigenous, understanding
	Learners will investigate the relationships between humans and the physical environment.	Human-Environment Interaction	Physical environment, interaction, challenge, resource, adaptation, impact, sustainability, land use, climate, land form, Indigenous, perspective, sustainability
	Learners will investigate the physical landscape of Canada.	Regions of Canada	Region, climate, vegetation, natural resource, landform, geography, Atlantic Canada, Central Canada, Prairie Provinces, West Coast/Pacific Region, Northern Canada/the North, geographical features, Canadian Shield, Interior Plains, Western Cordillera, Innuitain Mountains, Appalachian Mountains, Great Lakes-St. Lawrence Lowlands, Hudson Bay-Arctic Lowlands, characteristics
	Learners will investigate the political landscape of Canada.	Government and Governance	Federal, government, Ottawa, election, representation, law, legislation, decision, citizenship, Band governance, provinces, territories, First Nations, political
5	Learners will investigate how we learn about the past, with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Historical Inquiry	History, evidence, primary source, oral history, archaeology, interpretation, storytelling, tradition, artifact, bias, past, Elder, historian
	Learners will investigate how environment influenced the development of an ancient society.	Ancient Societies and Geography	Ancient, society, Nubia/Kush, geographic feature, river, development, natural resource, adaptation, settlement, habitable, location, lifestyle
	Learners will investigate the diverse societies of First Nations and Inuit, in what later became Canada.	First Nations and Inuit diversity	First Nations, Inuit, artifact, oral tradition, region, diversity, adaptation, clothing, tools, dwelling, community, primary source, secondary source, society
	Learners will investigate decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada.	Decision-Making in Indigenous societies	Social structure, First Nations, Inuit, decision-making, power, authority, consensus, Elder, role, rights, responsibility, oral tradition

	Learners will analyse interactions between British and French and first Nations and Inuit in what later became Atlantic Canada.	Indigenous and European Interactions	Settlement, Indigenous, French, British, Acadian, Europe, First Nations, Inuit, interaction, conflict, colony, colonial, impact, evidence, Mi'kmaq, Inuit, rivalry, evidence, consequence, Atlantic Canada, Mi'kma'ki
6	Learners will investigate the role of culture in communities, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional groups.	Culture and Community	Culture, community, Acadians, African Nova Scotians, Gaels, Mi'kmaq, generation, material and non-material, cultural expression, artifact, tradition, change, maintain, custom, language, believes, values
	Learners will analyse the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Cross-Cultural Understanding	Cross-cultural, understanding, stereotype, diversity, respect, perspective, community, action, equality, inclusion, active citizenship
	Learners will compare sustainability practices between Canada and a selected country	Sustainability Practices	Sustainability, practice, resource, culture, perspective, comparison, Canada, environment, difference, use, global, country/nation
	Learners will analyse how traditions and beliefs related to culture in a region.	Traditions and Change	Tradition, belief, custom, change, preservation, language, literature, oral language, values, beliefs, impact
	Learners will investigate selected examples of child rights issues around the world, inclusive of Aboriginal human rights issues in Canada	Rights of the Child	Human rights, United Nation, declaration, Aboriginal, Indigenous, child, issue, evidence, impact, rights, responsibilities, treaty
	Learners will implement age-appropriate actions that demonstrate responsibility as global citizens	Global Citizenship	Global citizen, responsibility, right, perspective, issue, action, change, community, problem-solving, plan, exercise, local, national, international

Outcome D1.1: Grade 3 Appendix – Vocabulary Social Studies Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 3, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Prefix	Root	Suffix	Meaning

Outcome D1: Grade 3 Appendix –Vocabulary Science

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are critical for understanding academic content in disciplines such as science, social studies, and health. These words often have precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 words through exposure alone, these terms must be taught explicitly and purposefully within content area instruction.

Teaching Tier 3 vocabulary plays a crucial role in building background knowledge and supporting comprehension. When students understand the vocabulary of a subject, they are better equipped to engage with its concepts, analyze complex ideas, and communicate their learning effectively. Developing a strong academic vocabulary (Tier 2 see appendix A) also supports equity by providing all learners with the tools they need to access rigorous content, especially those who may not have had prior exposure to these terms outside of school.

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Outcome D1: Grade 3 Appendix – Vocabulary Science Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 3, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Prefix	Root	Suffix	Meaning
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Outcome D1: Grade 3 Appendix –Vocabulary Health

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are critical for understanding academic content in disciplines such as science, social studies, and health. These words often have precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 words through exposure alone, these terms must be taught explicitly and purposefully within content area instruction.

Teaching Tier 3 vocabulary plays a crucial role in building background knowledge and supporting comprehension. When students understand the vocabulary of a subject, they are better equipped to engage with its concepts, analyze complex ideas, and communicate their learning effectively. Developing a strong academic vocabulary (Tier 2 see appendix A) also supports equity by providing all learners with the tools they need to access rigorous content, especially those who may not have had prior exposure to these terms outside of school.

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Outcome D1: Grade 3 Appendix – Vocabulary Health Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 3, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Prefix	Root	Suffix	Meaning
Decision making and Health				
Well-being		Well + being		A state of being healthy and feeling good physically, emotionally and socially.
Fitness		Fit	-ness	The state of being physically healthy and strong.
Consequences	Con- (with)	Sequ (follow)	-ence + -s	Results or effects that follow a choice or action.

Outcome D1: Grade 3 Appendix – Connecting to

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Topic		
Key Vocabulary		
Connections to Literacy Block and Curriculum		
Resources		
5 possible lessons		
Assessment Strategies		

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