GRADE 3 ENGLISH LANGUAGE ARTS OUTCOMES: YEARLY PLANNING CHART

Students will be expected to ...

<table>
<tr><td rowspan="10">SPEAKING AND LISTENING</td><td colspan="4">GCO 1: Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences</td></tr>
<tr><td>1.1 Describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas</td><td>1.2 Ask and respond to questions to clarify information and to explore possibilities or solutions to problems</td><td>1.3 Express and explain opinions and respond to the questions and reactions of others</td><td>1.4 listen critically to others' ideas and opinions</td></tr>
<tr><td colspan="4">GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically</td></tr>
<tr><td>2.1 participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen</td><td>2.2 adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion</td><td>2.3 give and follow instructions and respond to questions and directions</td><td>2.4 engage in and respond to a variety of oral presentations and other texts</td></tr>
<tr><td colspan="4">GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose</td></tr>
<tr><td colspan="2">3.1 use basic courtesies and conventions of conversation in group work and co-operative play</td><td colspan="2">3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people</td></tr>
<tr><td colspan="4">3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations</td></tr>
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<tr><td rowspan="8">READING AND VIEWING</td><td colspan="3">GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts</td></tr>
<tr><td>4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs</td><td>4.2 read widely and experience a variety of children's literature</td><td>4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information</td></tr>
<tr><td colspan="3">4.4 • use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
- predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
- monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If the word were "fire" would it have a "t" at the end?)
- use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
- read silently, vocalizing only when a major problem with word recognition or meaning occurs
- visually survey the text when reading and abandon finger pointing unless a problem occurs
- word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
- use blending as one strategy for decoding words
- recognize a wide variety of sight words
- use a dictionary
- identify main idea and supporting details
- identify principles of order in text (time, cause and effect, space)
- interpret figurative language
- use clues from the text and personal experiences to gain an understanding of character
- recognize different emotions and empathize with literary characters
- recognize the elements of a story or plot
- use prereading/ pre-viewing strategies such as
• predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
• making connections between what they read and their own experiences and knowledge
• setting their own purposes for reading/viewing
• asking themselves questions about what they want to find out
- use during reading/ viewing strategies such as
• verifying and adjusting predictions/ making further predictions
• making connections between what they read and their own experiences and knowledge
• visualizing characters, settings, and situations (making pictures in their minds)
use after-reading strategies such as
• reflecting about the text
• responding to the text (though talking, writing or some other means of representation)
• asking questions about the text</td></tr>
<tr><td colspan="3">4.5 describe their own reading and viewing processes and strategies</td></tr>
<tr><td colspan="3">GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies</td></tr>
<tr><td colspan="3">5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
- generate their own questions as a guide for research
- use a range of print and non-print materials to meet their needs
- use basic reference materials and a database or electronic search
- reflect on their own research process</td></tr>
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Students will be expected to ...

GCO 6: Students will be expected to respond personally to a range of texts

6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions	6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre

7.1 question information presented in print and visual texts - use a personal knowledge base as a frame of reference	7.2 identify some different types of print and media texts - recognize some of their language conventions and text characteristics - recognize that these conventions and characteristics help them understand what they read and view

7.3 respond critically to texts
- formulate questions as well as understandings
- identify the point of view in a text and demonstrate awareness of those whose voices/ positions are and are not being expressed
- discuss the text from the perspectives of their own realities and experiences
- identify instances of prejudice, bias, and stereotyping

GCO 8: Students will be expected to use writing, and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations

8.1 use writing and other forms of representation to - formulate questions - generate and organize language and ideas - discover and express personal attitudes and opinions - express feelings and imaginative ideas - record experiences - explore how and what they learn	8.2 explore, with assistance, ways for making their own notes

8.3 experiment with language choices in imaginative writing and other ways of representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

9.1 create written and media texts using a variety of forms - experiment with the combination of writing with other media to increase the impact of their presentations	9.2 demonstrate some awareness of purpose and audience - make choices about form for a specific purpose/ audience - realize that work to be shared with an audience needs editing

9.3 consider their readers'/ listeners'/ viewers' questions, comments and other responses in assessing their work and extending their learning

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness

10.1   experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies
- use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
- use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/ techniques, keeping audience in mind, using a word processor to compose)
- use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/ rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/ information, rearranging, using feedback from conferences to help revise)
- use editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist)
- use appropriate techniques for publishing/ presenting (e.g., a word processor to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing/ representing orally; publishing in a class newsletter; publishing on-line; submitting work to school/ district newsletter)

10.2 use some conventions of written language
punctuation and capitalization
• use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
• use periods at the ends of sentences and for abbreviations
• use commas in a series, and in dates
• use apostrophes for possessives and contractions
• use question marks, exclamation marks, and quotation marks
language structure
• make subjects and verbs agree
• begin to use simple paragraphing
• use a variety of simple and more complex sentence structures
•be consistent in pronoun usage
spelling
• use meaning and syntax patterns as well as sound cues
• use a range of spelling strategies
• spell many words conventionally
• develop a variety of strategies to edit for spelling
• identify misspelled words, trying them another way and using another resource to check them out

WRITING AND REPRESENTING

Students will be expected to ...

10.3 experiment with technology in writing and other forms of representing - use a tape recorder to tape dramatic presentations, readings of published work, and retellings - use a simple word processing program to draft, revise, edit, and publish - use a drawing program (computer software) - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy) - with assistance, use the Internet to communicate	10.4 demonstrate engagement with the creation of pieces of writing and other representations
10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning	