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|  | **Grade 3 ELA** | **Big Ideas (Understand)** | | | | | | | | | | | | |
| Comprehend and Connect | **Curricular Competencies (Do)**  Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: | Language and stories can be a source of creativity and joy.  Stories and other texts help us learn about ourselves, our families, and our communities.  Stories can be understood from different perspectives  Using language in creative and playful ways helps us understand how language works.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | | | | | | | | | | | | |
| **Story/Text** | | | | **Strategies and Processes** | | | | **Language features, structures, and conventions** | | | | |
| **Content (Know)** | | | | | | | | | | | | |
| elements of story | functions and genres of stories and other texts | text features | literary elements and devices | reading strategies | oral language strategies | metacognitive strategies | writing processes | features of oral language | word patterns, word families | legible handwriting | sentence structure | conventions |
| *Inquiry Question/Theme* | | | | *Inquiry Question/Theme* | | | | *Inquiry Question/Theme* | | | | |
| Read fluently at grade level |  | | | |  | | | |  | | | | |
| Use sources of information and prior knowledge to make meaning |  | | | |  | | | |  | | | | |
| Make connections between ideas from a variety of sources and prior knowledge to build understanding |  | | | |  | | | |  | | | | |
| Use developmentally appropriate reading, listening, and viewing strategies to make meaning |  | | | |  | | | |  | | | | |
| Recognize how different texts reflect different purposes. |  | | | |  | | | |  | | | | |
| Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. |  | | | |  | | | |  | | | | |
|  | Explain the role that story plays in personal, family, and community identity |  | | | |  | | | |  | | | | |
| Use personal experience and knowledge to connect to text and make meaning. |  | | | |  | | | |  | | | | |
| Recognize the structure and elements of story |  | | | |  | | | |  | | | | |
| Show awareness of how story in First Peoples cultures connects people to family and community |  | | | |  | | | |  | | | | |
| Create and Communicate | Develop awareness of how story in First Peoples cultures connects people to land |  | | | |  | | | |  | | | | |
| Exchange ideas and perspectives to build shared understanding |  | | | |  | | | |  | | | | |
| Create stories and other texts to deepen awareness of self, family, and community |  | | | |  | | | |  | | | | |
| Plan and create a variety of communication forms for different purposes and audiences |  | | | |  | | | |  | | | | |
| Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |  | | | |  | | | |  | | | | |
| Develop and apply expanding word knowledge |  | | | |  | | | |  | | | | |
| Explore and appreciate aspects of First Peoples oral traditions |  | | | |  | | | |  | | | | |
| Use oral storytelling processes |  | | | |  | | | |  | | | | |