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| **UNITS** | |
| **Multi-genre Thematic (minimum 3 units per year)**  **Multi-genre Inquiry and/or Interdisciplinary (minimum 1 unit per year)**  **Author or Genre Study (maximum 1 unit per year)** | |
| **UNIT ONE** | **UNIT TWO** |
| **Personal and Philosophical**  **Possible Units and Themes:**   * All About Me * All Together * Spreading My Wings * My Story * Making Choices | **Social, Cultural, and Historical**  **Possible Units and Themes:**   * Kids Canada * Hand in Hand * Carving New Frontiers * Early Settlers * Communities Around the World |
| **Questions for Deeper Understanding:**   * What are we like when nobody is watching? * How do we define our “inner self”? * What causes us to feel proud of ourselves? * How do we learn from experience? * How can we support others including our family members? * How do children across the country play, work, travel, explore, and celebrate their cultures? | **Questions for Deeper Understanding:**   * How do we create community? Who lives there and why? * What is the same/different in city or town living and country living? * How might people (children) have lived in our community in the past? * How can we positively interact with others? * How do we effectively communicate, negotiate, and respect different points of view? |
| **UNIT THREE** | **UNIT FOUR** |
| **Context:** Imaginative and Literary  **Themes:**   * Just Stories * Tales – Princesses, Peas, and Enchanted Trees * Just the Facts * Good Books, Good Times! | **Context:** Communicative  **Themes:**   * Keepsakes and Treasures * Media Mix * Good Books, Good Times! * Magazines for Children |
| **Questions for Deeper Understanding:**   * What lessons do tales teach? * Do we ever get personally involved with or feel strongly about a character? * What is a stereotype? How can stories sometimes stereotype people? * How are our lives like a story? * How would we write our future stories? | **Questions for Deeper Understanding**   * Where do common expressions and idioms come from? Why do we use them? * What forms of communication were used in the past? * What do food advertisements sell, and how honest are they about their product? * What communication strategies can we use to improve relationships in the classroom? |
| **UNIT FIVE** | **LANGUAGE CUES AND CONVENTIONS** |
| **Context:** Environmental and Technological  **Themes:**   * It’s Alive * Energy * Engineer It! * Beneath the Surface * Super Senses! * Forces | **Pragmatic** Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.  **Textual** Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.  **Syntactic** Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).  **Semantic/Lexical/Morphological** The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.  **Phonological/Graphophonic** Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.  **Other Cues and Conventions** Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. |
| **Questions for Deeper Understanding**   * Are plants necessary to our world? * What are the characteristics of life cycles of living things? * How does the life cycle affect us and other animals and plants? * How and why are some plants considered sacred? * How are structures and materials/ objects (e.g., buildings, bicycles) made? How do their parts work together? How does their design help us use them and protect them from the forces of nature? * Why is it important to respect our natural resources and environment? |

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| MUST DO READING/WRITING | CAN DO READING | CAN DO WRITING/REPRESENTING |
| * Comprehend and respond to a variety of grade-level texts and make comparison with personal experiences. (CR 3.1) * View and respond to grade-appropriate visual and multimedia texts explaining reactions and connections as well as visual features that convey humour, emotion, and mood. (CR 3.2) * Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard. (CR 3.3) * Read fluently and demonstate comprehension siries and explain reactions and connections to texts read. (CR 3.4) * Compose and create a range of visual, multi-media, or written texts.C3.1) * Communicate ideas * Speak to present ideas and information appropriately in informal e formal situations for different audiences and purposes (CC3.3) * Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail. (CC3.4) * Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria). (AR3.1) * Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them. (AR3.2) | * View, listen to, read, and respond to a variety of texts (CR3.1) * Describe similarities between experiences and traditions (CR3.1) * Compare portrayals of individuals or situations in various texts to personal experiences (CR3.1) * Recognize the range of cultures, human behaviours, experiences, emotions, and ideas conveyed through literary texts (CR3.1) * Determine main ideas in visual and multimedia texts including safe websites (CR 3.2) * Use appropriate strategies to construct and confirm meaning when viewing, listening, and/or to construct and confirm meaning when reading (CR 3.2, CR 3.3, CR 3.4) * Apply suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when viewing, listening, and/or to construct and confirm meaning when reading. (CR 3.2, CR 3.3, CR 3.4) * Record facts and ideas from grade-appropriate visual and multimedia texts including DVD, television program, magazine, and reference resources. (CR 3.2) * Identify design, layout, and other features (e.g., colour, bold typeface, and sound effects) that help to understand grade appropriate visual and multimedia texts (CR 3.2) * Describe perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article. (CR 3.2) * View and identify purpose for visual features used. (CR 3.2) * Compare a variety of visual representations of the same story or tale andpa oxpressed in various media. (CR 3.2) * Identify and discuss the key visual features such as colour, line, and size of an illustrator’s style and how they relate to print text and add to or supplement words. (CR 3.2) * Exreferences for particular texts. (CR 3.2) * Listen to a short presentation and make some notes (CR 3.3) * Follow multi-step directions, simple written multi-step instructions (e.g., how to assemble a product or play a board game) and functional and instructional messages in the environment (e.g., instructions, menus, invitations, announcements) independently (CR 3.3, CR 3.4) * Distinguish between speaker’s opinions and verifiable fact (CR 3.3) * Identify and explain what peers said about a particular text or subject (CR 3.3) * Retell, paraphrase, and explain what a speaker said (CR 3.3) * Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses (CR 3.3) * Read orally and silently for enjoyment and information and move comfortably from oral to silent reading (CR 3.4) * Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts (CR 3.4) * Identify the main idea and supporting details in informational text and extract appropriate and significant information (CR 3.4) * Comprehend the basic plots of traditional tales, fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author’s content and craft (CR 3.4) * Interpret poetry and infer main ideas, lessons, or morals in a variety of prose selections (CR 3.4) * Monitor for meaning and reread when meaning is not clear; read and reread just-right texts to increase fluency **(80-110 wcpm orally; 120-170 silently)** and comprehension (CR 3.4) | * Use words, symbols, and other forms, including appropriate technology, to express understanding and make connections to learning in other areas of study (CC3.1) * Communicate thoughts, feelings, and ideas clearly and, when appropriate, artistically (CC3.1) * Create spoken, written, and other representations that include (CC3.1):   + a main idea(s) with supporting details, explanations, and examples   + a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending   + appropriate use of language and conventions including conventional print   + Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual, oral, and written formats with a clear * Create a variety of narratives and poems (CC3.1) * Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about or want to resolve/solve (CC3.1):   + Record and share personal knowledge and understanding of a topic   + Answer inquiry questions using a variety of sources such as children’s magazines, folktales, the environment, and online resources   + Review information and ideas to determine their usefulness to inquiry or research needs   + Determine main ideas that will inform inquiry questions   + Organize and explain understandings, ideas, and information using a variety of strategies such as clustering, categorizing, and sequencing   + Record understanding, ideas, and facts using a variety of strategies such as webbing and charting, and list the sources   + Determine whether ideas and information collected is sufficient or adequate for established purpose   + Share and report what was learned in an easy-to-follow visual, oral, and written format   + Assess inquiry or research experiences and skills * Demonstrate understanding of the topic, problem, question, or issue in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart) (CC 3.2) * Use appropriate strategies to communicate meaning when using other forms of representing and/or when speaking (CC3.2, CC3.3) * Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when using other forms of representing and/or when speaking (CC3.2, CC3.3) * Depict main ideas in a new form (e.g., designing a safety poster or three-dimensional safety object in response to a multimedia presentation or story) (CC 3.2) * Use visual aids to enhance spoken and written products (e.g., props, charts, sound, illustrations, or movement to accompany a story) and to clarify and enhance oral presentations (CC 3.2) * Experiment with a variety of resources (e.g., human, print, multimedia) to communicate a clear and complete message appropriate to purpose (CC 3.2) * Use oral language to clarify and extend personal understanding, interact courteously with others (e.g., share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others’ contributions (CC3.3) * Organize and present ideas chronologically or around major points of information (CC3.3) * Provide a beginning, a middle, and an end and include concrete details that develop a central idea and link words to organize and present their ideas (CC3.3) * Deliver brief recitations and oral presentations (including reporting to class) about familiar experiences or interests, organized and focused on a central idea (CC3.3) * Make narrative presentations, providing a context for an incident and insight into why the selected incident is memorable, and include well-chosen details to develop character, setting, and plot (CC3.3) * Retell a narrative including an oral story from a First Nations and Métis perspective (CC3.3) * Read prose, scripts, and poetry including First Nations and Métis texts aloud with fluency, expression, and appropriate pace, using intonation and vocal patterns to emphasize important ideas and passages of the text being read(CC3.3) * Plan and present, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays (CC3.3) * Work through the stages of a writing process and begin to write for extended periods of time (CC3.4) * Select and use appropriate strategies to communicate meaning when writing (CC3.4) * Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing (CC3.4) * Write compositions (e.g., three-paragraph reports) that describe and explain familiar objects, events, and experiences (CC3.4) * Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students’ stories (CC3.4) * Create characters and events from outside students’ personal environment (CC3.4) * Write descriptions that use concrete sensory details (CC3.4) * Begin to use excitement, humour, suspense, and other creative devices (CC3.4) * Write personal letters, thank-you notes, invitations, and logs (CC3.4) * Extend, rework, and polish pieces of writing (CC3.4) |
| POPULAR READING CHOICES | | |
| * Picture Books * Chapter Books – Roald Dahl books including Fantastic Mr. Fox, The BFG, James and the Giant Peach; How to Be Cool in the Third Grade; The One and Only Ivan; Diary of a Wimpy Kid; the Baily School Kids series; Magic School Bus series; Judy Moody; Cam Jansen; Big Nate * Collections Anthologies * Cornerstones Anthologies | | |

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| ASSESS & REFLECT |
| Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement. |
| OUTCOME |
| AR3.1  Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria). |
| AR3.2  Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them. |