

Grade 3 - ELA Planning Cards



*:print instructions: 2-sided print(back-to-back); select long edge binding/flip on long edge setting
:cut the planning cards to help plan units, projects, inquiries, etc.*

Language and story 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.



**Grade 3
Big Ideas**

Understand



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Big Ideas**

Understand



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Understand



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Understand



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Big Ideas**

Understand

<p><u>Read fluently at grade level</u></p> <p>:reading with comprehension, phrasing, and attention to punctuation</p>	<p><u>Use sources of information and prior knowledge to make meaning</u></p> <p>:personal stories and experiences</p>	<p><u>Make connections between ideas from a variety of sources and prior knowledge to build understanding</u></p> <p>:personal stories and experiences</p>	<p><u>Use developmentally appropriate reading, listening, and viewing strategies to make meaning</u></p> <p>:examples include making logical predictions using prior knowledge and story structure, visualizing, making connections to text and self, making inferences, asking questions, engaging in conversation with peers and adults; showing respect for the contribution of others</p>
<p>Recognize how different <u>texts</u> reflect different purposes</p>	<p><u>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</u></p> <p>:offering relevant ideas, asking questions to find out and clarify others' views, sharing opinions supported by reasons</p>	<p>Explain the role that <u>story</u> plays in personal, family, and community identity</p>	<p>Use personal experience and knowledge to connect to <u>text</u> and make meaning</p>
<p>Recognize the structure and elements of <u>story</u></p>	<p>Show awareness of how <u>story in First Peoples' cultures</u> connects people to family and community</p> <p>:traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes: -teaching (e.g., life lessons, community responsibilities, rites of passage) -sharing creation stories -recording personal, family, and community histories -"mapping" the geography and resources of an area -ensuring cultural continuity (e.g. knowledge of ancestors, language) -healing -entertainment</p>	<p>Develop awareness of <u>how story in First Peoples' cultures connects people to land</u></p> <p>:First Peoples' stories were created to explain the landscape, the seasons, and local events</p>	<p><u>Exchange ideas and perspectives</u> to build shared understanding</p> <p>:offering ideas related to the problem, asking relevant questions to find out and clarify others' views, sharing opinions supported by reasons</p>

<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;">Do</p>	<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;">Do</p>	<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;">Do</p>	<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;">Do</p>
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<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Create and communicate (writing, speaking, representing)</p> <p style="text-align: center;">Do</p>	<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;">Do</p>	<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;">Do</p>	<p style="text-align: center;">Grade 3 Curricular Competencies Standard</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;">Do</p>

<p>Create stories and other texts to deepen awareness of self, family, and community</p>	<p>Plan and create a variety of communication forms for different purposes and audiences</p> <p>:examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, and dramatic forms used to communicate ideas and information</p>	<p>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p>	<p>Develop and apply expanding word knowledge</p> <p>:morphology, including roots, affixes, and suffixes</p>
<p>Explore and appreciate aspects of First Peoples oral traditions</p> <p>:the means by which culture is transmitted over generations other than through written records -among First Peoples, oral tradition may consist of told stories, songs and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks -in addition to expressing <i>spiritual</i> and <i>emotional</i> truth (e.g., by symbol and metaphor), it provides a record of <i>literal</i> truth (e.g., about events and situations) -the oral tradition was once integrated into every facet of life of First Peoples and was the basis for the education system</p>	<p>Use oral storytelling processes</p> <p>:creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of text</p>	<p>elements of story</p> <p>character, plot, setting, conflict, and theme</p>	<p>literary elements and devices</p> <p>descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration</p>

**Grade 3
Curricular
Competencies
Standard**

Create and communicate
(writing, speaking,
representing)

Do

**Grade 3
Curricular
Competencies
Standard**

Create and communicate
(writing, speaking,
representing)

Do

**Grade 3
Curricular
Competencies
Standard**

Create and communicate
(writing, speaking,
representing)

Do

**Grade 3
Curricular
Competencies
Standard**

Create and communicate
(writing, speaking,
representing)

Do

**Grade 3
Content Standard**

Story/Text

Know

**Grade 3
Content Standard**

Story/Text

Know

**Grade 3
Curricular
Competencies
Standard**

Create and communicate
(writing, speaking,
representing)

Do

**Grade 3
Curricular
Competencies
Standard**

Create and communicate
(writing, speaking,
representing)

Do

<p>text features</p> <p>how text and visuals are displayed (e.g., headings, diagrams, columns, and sidebars)</p>	<p>functions and genres of stories and other texts</p>	<p>reading strategies</p> <p>using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure and visual</p>	<p>oral language strategies</p> <p>focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience</p>
<p>metacognitive strategies</p> <p>talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as reader and as a writer</p>	<p>writing processes</p> <p>may include revising, editing, considering audience</p>	<p>word patterns, word families</p>	<p>legible handwriting</p> <p>legible handwriting with spacing between words</p>
<p>sentence structure</p> <p>the structure of compound sentences</p>	<p>conventions</p> <p>common practices in punctuation of sentences and in apostrophe use in contractions</p>	<p>features of oral language</p> <p>including tone, volume, inflection, pace, gestures</p>	

<p>Grade 3 Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>	<p>Grade 3 Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>	<p>Grade 3 Content Standard</p> <p>Story/Text</p> <p><i>Know</i></p>	<p>Grade 3 Content Standard</p> <p>Story/Text</p> <p><i>Know</i></p>
<p>Grade 3 Content Standard</p> <p>Language, features, structures & conventions</p> <p><i>Know</i></p>	<p>Grade 3 Content Standard</p> <p>Language, features, structures & conventions</p> <p><i>Know</i></p>	<p>Grade 3 Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>	<p>Grade 3 Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>
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