



## Grade 3 - Big Ideas

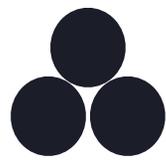
Language and story can be a source of creativity and joy.

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 Elaborations

## story/stories:

narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

## text/texts:

- *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - † oral texts include speeches, poems, plays, and oral stories
  - † written texts include novels, articles, and short stories
  - † visual texts include posters, photographs, and other images
  - † digital texts include electronic forms of all of the above
  - † oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

## Comprehend and connect (reading, listening and viewing)

- ▶ Read fluently at grade level
  - reading with comprehension, phrasing, and attention to punctuation
- ▶ Use sources of information and prior knowledge to make meaning
  - personal stories and experiences
- ▶ Make connections between ideas from a variety of sources and prior knowledge to build understanding
  - personal stories and experiences
- ▶ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
  - 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
- ▶ Recognize how different texts reflect different purposes
- ▶ Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
  - offering relevant ideas, asking questions to find out and clarify others' views, sharing opinions supported by reasons
- ▶ 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
  - 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
- ▶ Develop awareness of how story in First Peoples' cultures connects people to land
  - First Peoples' stories were created to explain the landscape, the seasons, and local events

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

## Create and communicate (writing, speaking, representing)

- ▶ Exchange ideas and perspectives to build shared understanding
  - offering ideas related to the problem, asking relevant questions to find out and clarify others' views, sharing opinions supported by reasons
- ▶ 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
  - 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
- ▶ Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- ▶ Develop and apply expanding word knowledge
  - morphology, including roots, affixes, and suffixes
- ▶ Explore and appreciate aspects of First Peoples oral traditions
  - 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 *spiritual* and *emotional* truth (e.g., by symbol and metaphor), it provides a record of *literal* 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
- ▶ Use oral storytelling processes
  - 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

Students are expected to know the following:

## ◆ Story/text

- elements of story

- ✦ character, plot, setting, conflict, and theme

- functions and genres of stories and other texts

- text features

- ✦ how text and visuals are displayed (e.g., headings, diagrams, columns, and sidebars)

- literary elements and devices

- ✦ descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration

## ◆ Strategies and processes:

- reading strategies

- ✦ 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 using systems: meaning, structure and visual

- oral language strategies

- ✦ focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience

- metacognitive strategies

- ✦ talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as reader and writer

- writing processes

- ✦ may include revising, editing, considering audience

Students are expected to know the following:

## ◆ Language features, structures, and conventions:

- features of oral language

- ✦ including tone, volume, inflection, pace, gestures

- word patterns, word families

- legible handwriting

- ✦ legible handwriting with spacing between words

- sentence structure

- ✦ the structure of compound sentences

- conventions

- ✦ common practices in punctuation of sentences and in apostrophe use in contractions