

# Grade 3 English Language Arts & Literature New Curriculum Guide

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng3>

## Organizing Idea: Text Forms and Structures

**Learning Outcome:** Students relate the form and structure of texts to communication of ideas and information.

### Learning Highlights:

- A text is anything digital or non digital that has meaning to the one who creates or engages with it.
- The purpose of text is to inform and/or provide enjoyment.
- Texts can be fiction or nonfiction. Literary forms can include: drama, short stories, images.
- Stories have beginning, problem, events, solution, and endings.
- Text features include images, tables of contents, maps, and graphs.
- Fictional texts can include: traditional literature including myths, realistic fiction, historical fiction, and mystery.
- Elements to fiction include: major characters, setting, plot.
- Non-fiction includes biographies, content-area texts, interactions with people, and land.
- Non-fiction texts have structures: main idea or topic, supporting details, linear or cyclical sequencing, compare and contrast.
- Poetry creates desired effects (figurative language).
- Poetic structures include haiku and limericks.

## Organizing Idea: Oral Language

**Learning Outcome:** Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.

### Learning Highlights:

- Understand that oral traditions involve listening and speaking to pass information from generation to generation.
- Effective dialogue includes: listening, staying on topic, asking questions, contributing. Students examine effectiveness in learning and social interactions.
- Listening can enhance interactions and learning.
- Communication can be supported by integrating verbal and non-verbal language.
- Presentations share stories, ideas or information with an audience.

## Organizing Idea: Vocabulary

**Learning Outcome:** Students analyze new words and morphemes to enhance vocabulary.

### Learning Highlights:

- Vocabulary knowledge can be supported and developed through literacy interactions and experiences.
- Figurative language includes: imagery, hyperbole, simile.
- Students use tier 2 words in literacy contexts.
- Students develop tier 3 vocabulary through content area learning.
- Students analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings.
- Students study words and how they formed (morphology) to develop vocabulary and enhance comprehension.
- Students analyze bases and affixes, recognize suffixes to form adverbs, recognize and use suffixes, analyze frequently used compound words and their meanings, and distinguish syllables in words.

## Organizing Idea: Phonics

**Learning Outcome:** Students investigate how phonics connects to word formation and supports the process of reading and writing.

### Learning Highlights:

- Consonant clusters at beginning and ending of words.
- Consonant digraphs are two consonant letters that represent a single sound different from the sound of either letter.
- Some consonant letters represent no sound.
- Use chunking as a phonetic strategy to decode.
- Connections are made between phonemes and graphemes, including consonant clusters and digraphs.

**Organizing Idea: Fluency**

**Learning Outcome:** Students apply fluency strategies and develop reading comprehension.

**Learning Highlights:**

- Reading fluency develops over time and practice.
- Fluency includes: accuracy, automaticity in word recognition, prosody.
- Students develop comprehension when recognizing high frequency words in continuous text and at an appropriate rate.

**Organizing Idea: Comprehension**

**Learning Outcome:** Students analyze text and make connections to personal experiences to support meaning.

**Learning Highlights:**

- Students develop critical thinking and apply to texts in varying length and complexity.
- Students make connections made prior to, during, and after reading.
- Connections are made between texts and ideas that relate to past, present, or future world events (text to world).
- Students make predictions by using background knowledge, personal experience, and anticipation of logical outcomes or events.
- Inference involves drawing conclusions based on known facts or evidence.
- Inference involves: making connections, questioning, predicting, visualizing.
- Summarizing involves determining key ideas and specific details, logically ordering ideas, and writing ideas in their own words.
- Self monitoring skills are used through: noticing where meaning breaks down, rereading, reading ahead, creating mental or visual images, and asking and answering how, why, and what if questions.

**Organizing Idea: Writing**

**Learning Outcome:** Students investigate writing and research processes that support informed written expression.

**Learning Highlights:**

- Students use the writing process to organize and share messages through: planning, drafting, revising, editing, and sharing.
- Writers avoid repetitions and run-on sentences.
- Fluent writing sounds like speaking when read aloud.
- Students engage in creative writing.
- Creative writing involves: considering audience and purpose, brainstorming to expand ideas, seeking out information to help transform ideas into representations, persevering through challenges that may rise.
- Creative writing involves personal expression of ideas through: organization, word choice, presentation.
- Students use words to enhance writing including: sensory details, synonyms, antonyms, specific words, or phrases.
- Dialogue can be used to add variety to written texts.
- Students engage in research processes and share research in a variety of digital and nondigital forms such as: reports, presentations, and visual representations.
- Students write messages through methods or tools such as: printing, keyboarding, cursive handwriting.

**Organizing Idea: Conventions**

**Learning Outcome:** Students investigate and demonstrate how conventions support written communication.

**Learning Highlights:**

- Capitalization and punctuation such as commas, quotation marks, and apostrophes are used.
- Grammar provides consistent structure for building sentences.
- Such consistent structures are: using subject and predicate; conjunctions, adjectives, adverbs, subject-verb agreements, and using words such as : possessive nouns, possessive adjectives, possessive pronouns.
- Prepositions are used with other words to show time or place.
- Spelling patterns are identified and used.
- Some words are not spelled in predictable ways.
- A variety of spelling strategies and tools are used to enhance written expression.
- Basic spelling guidelines transfer to writing to increase accuracy: abbreviations, inflectional endings, spelling contractions, compound words, singular and plural possessives, complex plural words, endings.