

English Language Arts Grade 3 Year Plan Sample

Time Frame and Unit Type	Context, Theme, and Big Ideas	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect Focus	Resources	Division ELA Assessments
September and October (approx. 8 weeks) Multit-genre Thematic	<p><u>Context:</u> Personal and Philosophical</p> <p><u>Theme:</u> My Story</p> <p><u>Big Ideas:</u> What are we really like? What are we like when nobody is watching? How do we define our “inner self”? What are some challenges we and others may face? How can we address these challenges?</p>	<p>CR3.1 Comprehend and respond to a variety of grade-level texts address: • identity.</p> <p>CR3.2 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.</p> <p>CR3.3 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.</p> <p>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures and countries and explain</p>	<p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity.</p> <p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>CC3.3 Speak to present ideas and information appropriately in informal and some formal situations for different audiences and purposes.</p> <p>CC3.4 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)</p>	<p>AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used.</p> <p>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.</p>	<p>Nelson Literacy 3 – My Story</p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	<p>EL Screen</p>

		reactions and connections to texts read.	with a clear purpose, correct paragraph structure, and interesting detail.			
		Possible Assessment Evidence: <ul style="list-style-type: none"> • observations • conferences • listening experiences • digital reading journal (SeeSaw) • story connections • big idea discussions 	Possible Assessment Evidence: <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • representing experiences • class/small group discussions • writing experiences (letter, story, and/or poem) 	Possible Assessment Evidence: <ul style="list-style-type: none"> • conference 		
November and December (approx. 10 weeks) Multit-genre Thematic OR Multi-genre Inquiry and/or Interdisciplinary	<u>Context:</u> Social, Cultural, and Historical <u>Theme:</u> Early Settlers <u>Big Ideas:</u> 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?	CR3.1 Comprehend and respond to a variety of grade-level texts address: • identity and/or community. CR3.2 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. CR3.3 Listen to and understand information, identify	CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity and/or community. CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose. CC3.3 Speak to present ideas and information appropriately in	AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used. 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.	Nelson Literacy 3 – Early Settlers Turtle Island Voices Treaty Outcomes Social Studies Curriculum Modelled Reading: Shared Reading: Guided Reading:	

		<p>main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</p> <p>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures and countries and explain reactions and connections to texts read.</p>	<p>informal and some formal situations for different audiences and purposes.</p> <p>CC3.4 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.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observations • conferences • story retell; factual recall • digital reading journal (SeeSaw) • listening experiences • viewing experiences • big idea discussions 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • representing experiences • class/small group discussions • writing experiences (short report and/or procedure) 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		
<p>January and February (approx. 8 weeks)</p>	<p><u>Context:</u> Imaginative and Literary</p>	<p>CR3.1 Comprehend and respond to a variety of</p>	<p>CC3.1 Compose and create a range of visual,</p>	<p>AR3.1 Reflect on and assess their viewing,</p>	<p>Nelson Literacy 3 – Fables</p>	<p>EL Screen Full DRA</p>

<p>Author or Genre Study</p>	<p><u>Theme:</u> Fables, Folktales, and Legends</p> <p><u>Big Ideas:</u> What lessons do tales teach? Why do characters in stories act the way they do? How have we faced problems similar to those in stories? Do we ever get personally involved with or feel strongly about a character?</p>	<p>grade-level texts address: social responsibility.</p> <p>CR3.2 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.</p> <p>CR3.3 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.</p> <p>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures and countries and explain reactions and connections to texts read.</p>	<p>multimedia, oral, and written texts that explore: social responsibility.</p> <p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>CC3.3 Speak to present ideas and information appropriately in informal and some formal situations for different audiences and purposes.</p> <p>CC3.4 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.</p>	<p>listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used.</p> <p>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.</p>	<p>Turtle Island Voices TRC resources</p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	
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		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observations • conferences • viewing experiences • listening experiences • reading experiences • story connections • digital reading journal (SeeSaw) • big idea discussions 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • representing experiences • class/small group discussions • writing experiences (story and/or script) 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		
<p>March and April (approx. 8 weeks)</p> <p>Mult-genre Thematic</p>	<p><u>Context:</u> Communicative</p> <p><u>Theme:</u> Media Mix</p> <p><u>Big Ideas:</u> What form of communication – visual oral, writing, or multimedia – works best to get our ideas across? How do people use words to describe what they see, hear, smell, taste, and feel? How can a word be used positively or negatively (e.g., tone, emphasis, placement in sentence)? How do people “use” the mass media? How do the</p>	<p>CR3.1 Comprehend and respond to a variety of grade-level texts address: social responsibility and make comparisons with personal experiences.</p> <p>CR3.2 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.</p> <p>CR3.3 Listen to and understand</p>	<p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: social responsibility and make connections with personal experiences.</p> <p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>CC3.3 Speak to present ideas and information</p>	<p>AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used.</p> <p>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.</p>	<p>Nelson Language Arts 3 – iii (Examining Various Media)</p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	

	<p>mass media “use” people? What do food advertisements sell, and how honest are they about their product?</p>	<p>information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</p> <p>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures and countries and explain reactions and connections to texts read.</p>	<p>appropriately in informal and some formal situations for different audiences and purposes.</p> <p>CC3.4 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.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observations • conferences • viewing experiences • listening experiences • reading experiences • story connections • digital reading journal (SeeSaw) • big idea discussions 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • representing experiences • class/small group discussions • writing experiences (procedure) 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		

<p>May and June (approx. 8 weeks)</p> <p>Multi-genre Inquiry and/or Interdisciplinary</p>	<p>Context: Environmental and Technological</p> <p>Theme: Soils and Plants in the Environment</p> <p>Big Ideas: 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? Why is it important to respect our natural resources and environment? What is soil? Of what is soil made? Is soil living? How do soils differ? How do plants, animals, and humans use soil? Why is it so important to plants, animals, and humans?</p>	<p>CR3.1 Comprehend and respond to a variety of grade-level texts address: identity, community, social responsibility, and make comparisons with personal experiences.</p> <p>CR3.2 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.</p> <p>CR3.3 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.</p> <p>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from</p>	<p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, community, social responsibility, and make connections with personal experiences.</p> <p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>CC3.3 Speak to present ideas and information appropriately in informal and some formal situations for different audiences and purposes.</p> <p>CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short</p>	<p>AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used.</p> <p>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.</p>	<p>Nelson Literacy 3 – Soils in the Environment Nelson Literacy 3 - Plants Science Curriculum</p> <p>Modelled Reading: Shared Reading: Guided Reading:</p>	<p>EL Screen Full DRA</p>
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		various cultures and countries and explain reactions and connections to texts read.	report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.			
		Possible Assessment Evidence: <ul style="list-style-type: none"> • observations • conferences • viewing experiences • listening experiences • reading experiences • story connections • digital reading journal (SeeSaw) • big idea discussions 	Possible Assessment Evidence: <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • representing experiences • class/small group discussions • writing experiences (short report and/or procedure) 	Possible Assessment Evidence: <ul style="list-style-type: none"> • conference 		

Resources:

*Please refer to the Ministry Core and Additional Resource list for resources approved for your grade.

**The TRC has many context kits and other resources.