

English Language Arts Grade 3 Year Plan Sample

Time Frame and Unit	Context, Theme, and Big	Comprehend and	Compose and Create	Assess and Reflect	Resources	Division ELA
Туре	Ideas	Respond Focus	Focus	Focus		Assessments
September and October	Context: Personal and	CR3.1 Comprehend and	CC3.1 Compose and	AR3.1 Reflect on and	Nelson Literacy 3 – My	EL Screen
(approx. 8 weeks)	Philosophical	respond to a variety of	create a range of visual,	assess their viewing,	Story	
Mulit-genre Thematic	_	grade-level texts	multimedia, oral, and	listening, reading,	-	
Munt-geme mematic	<u>Theme</u> : My Story	address: • identity.	written texts that	speaking, writing, and	Modelled Reading:	
		-	explore: • identity.	other representing		
	Big Ideas: What are we	CR3.2 View and		experiences and the	Shared Reading:	
	really like? What are we	respond to grade-	CC3.2 Communicate	selected strategies they		
	like when nobody is	appropriate visual and	ideas and information	have used.	Guided Reading:	
	watching? How do we	multimedia texts	pertaining to topics,			
	define our "inner self"?	explaining reactions	problems , questions, or	AR3.2 Set personal		
	What are some	and connections as well	issues by creating	goals to view, listen,		
	challenges we and	as visual features that	easy-to-follow	read, speak, write, and		
	others may face? How	convey humour,	representations with a	use other forms of		
	can we address these	emotion, and mood.	clear purpose.	representing more		
	challenges?			effectively and discuss a		
		CR3.3 Listen to and	CC3.3 Speak to present	plan for achieving them.		
		understand	ideas and information			
		information, identify	appropriately in			
		main ideas and	informal			
		supporting details,	and some formal			
		compare different ideas	situations			
		and points of view, and	for different audiences			
		explain connections	and purposes.			
		made between texts				
		heard.	CC3.4 Write to			
			communicate ideas,			
		CR3.4 Read fluently and	information, and			
		demonstrate	experiences pertaining			
		comprehension of	to a topic by creating			
		grade-appropriate	easy-to-follow writing			
		fiction, script, poetry,	(including a short			
		and non-fiction from	report, a procedure, a			
		various cultures and	letter, a story, a short			
		countries and explain	script, and a poem)			



reactions and with a clear purpose,	
connections to texts correct paragraph	
read. structure, and	
interesting detail .	
Possible Assessment Possible Assessment Possible Assessment	
Evidence: Evidence: Evidence:	
• observations • observation • conference	
• conferences • conferences	
• listening • digital speaking	
experiences journal (SeeSaw)	
• digital reading • representing	
journal (SeeSaw) experiences	
• story connections • class/small group	
• big idea discussions	
discussions • writing	
experiences	
(letter, story,	
and/or poem)	
	on Literacy 3 –
	y Settlers
	le Island Voices
Thomas Farly Sattlars address aidentity written toyte that speaking writing and Treaty	ty Outcomes
and/or community avalore: • identity other representing Social	al Studies
Rig Ideas: How might and for community evneriences and the Curricu	iculum
multi-genie inquiry noonle (children) have CP3 2 View and	
lived in our community respond to grade. CC3.2 Communicate they have used Modell	elled Reading:
Interdisciplinary in the past? How can we appropriate visual and ideas and information	
	ed Reading:
others? How do we explaining reactions problems, questions, goals to view, listen,	
	ed Reading:
communicate, as visual features that easy-to-follow and use other forms	
negotiate, and respect convey humour, representations with a of representing more	
different points of emotion, and mood. clear purpose. effectively and	
view? discuss a plan for	
CR3.3 Listen to and CC3.3 Speak to present achieving them.	
understand ideas and information	
information, identify appropriately in	



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		main ideas and	informal			
		supporting details,	and some formal			
		compare different	situations			
		ideas and points of	for different audiences			
		view, and explain	and purposes .			
		connections made				
		between texts heard.	CC3.4 Write to			
			communicate ideas,			
		CR3.4 Read fluently and	information, and			
		demonstrate	experiences pertaining			
		comprehension of	to a topic by creating			
		grade-appropriate	easy-to-follow writing			
		fiction, script, poetry,	(including a short			
		and non-fiction from	report, a procedure , a			
		various cultures and	letter, a story, a short			
		countries and explain	script, and a poem) with			
		reactions and	a clear purpose,			
		connections to texts	correct paragraph			
		read.	structure, and			
			interesting detail.			
		Possible Assessment	Possible Assessment	Possible Assessment		
		Evidence:	Evidence:	Evidence:		
		 observations 	 observation 	 conference 		
		conferences	 conferences 			
		 story retell; factual 	 digital speaking 			
		recall	journal (SeeSaw)			
		 digital reading 	representing			
		journal (SeeSaw)	experiences			
		 listening 	 class/small group 			
		experiences	discussions			
		viewing	writing			
		experiences	experiences			
		• big idea	(short report			
		discussions	and/or			
			procedure)			
January and February	Context: Imaginative	CR3.1 Comprehend and	CC3.1 Compose and	AR3.1 Reflect on and	Nelson Literacy 3 –	EL Screen
(approx. 8 weeks)	and Literary	respond to a variety of	create a range of visual,	assess their viewing,	Fables	Full DRA
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		grade-level texts	multimedia, oral, and	listening, reading,	Turtle Island Voices	
Author or Genre Study	Theme: Fables,	address: social	written texts that	speaking, writing, and	TRC resources	
	Folktales, and Legends	responsibilty.	explore: social	other representing		
	_		responsibility.	experiences and the	Modelled Reading:	
	Big Ideas: What lessons	CR3.2 View and		selected strategies	_	
	do tales teach? Why do	respond to grade-	CC3.2 Communicate	they have used.	Shared Reading:	
	characters in stories act	appropriate visual and	ideas and information			
	the way they do? How	multimedia texts	pertaining to topics,	AR3.2 Set personal	Guided Reading:	
	have we faced problems	explaining reactions	problems, questions,	goals to view, listen,		
	similar to those in	and connections as	or issues by creating	read, speak, write,		
	stories? Do we ever get	well as visual features	easy-to-follow	and use other forms		
	personally involved	that convey humour,	representations with a	of representing more		
	with or feel strongly	emotion, and mood.	clear purpose.	effectively and		
	about a character?			discuss a plan for		
		CR3.3 Listen to and	CC3.3 Speak to present	achieving them.		
		understand	ideas and information			
		information, identify	appropriately in			
		main ideas and	informal			
		supporting details,	and some formal			
		compare different	situations			
		ideas and points of	for different audiences			
		view, and explain	and purposes.			
		connections made				
		between texts heard.	CC3.4 Write to			
			communicate ideas,			
		CR3.4 Read fluently and	information , and			
		demonstrate	experiences			
		comprehension of	pertaining to a topic			
		grade-appropriate	by creating easy-to-			
		fiction , script, poetry,	follow writing			
		and non-fiction from	(including a short			
		various cultures and	report, a procedure, a			
		countries and explain reactions and	letter, a story, a short			
		connections to texts	script, and a poem)			
		read.	with a clear purpose,			
		Teau.	correct paragraph structure, and			
			<u> </u>			
			interesting detail.			



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		Possible Assessment	Possible Assessment	Possible Assessment		
		Evidence:	Evidence:	Evidence:		
		observations	observation	conference		
		conferences	conferences			
		viewing	 digital speaking 			
		experiences	journal (SeeSaw)			
		listening	representing			
		experiences	experiences			
		reading	 class/small group 			
		experiences	discussions			
		 story connections 	writing			
		 digital reading 	experiences			
		journal (SeeSaw)	(story and/or			
		 big idea 	script)			
		discussions				
March and April	Context:	CR3.1 Comprehend and	CC3.1 Compose and	AR3.1 Reflect on and	Nelson Language Arts 3	
(approx. 8 weeks)	Communicative	respond to a variety of	create a range of visual,	assess their viewing,	- iii (Examining Various	
Malik and mlander		grade-level texts	multimedia, oral, and	listening, reading,	Media)	
Mulit-genre Thematic	<u>Theme</u> : Media Mix	address: social	written texts that	speaking, writing, and		
		responsibility and	explore: social	other representing	Modelled Reading:	
	Big Ideas: What form of	make comparisons	responsibility and	experiences and the		
	communication – visual	with personal	make connections	selected strategies	Shared Reading:	
	oral, writing, or	experiences.	with personal	they have used.		
	multimedia – works		experiences.		Guided Reading:	
	best to get our ideas	CR3.2 View and	333 3 4	AR3.2 Set personal		
	across? How do people	respond to grade-	CC3.2 Communicate	goals to view, listen,		
	use words to describe	appropriate visual and	ideas and information	read, speak, write,		
	what they see, hear,	multimedia texts	pertaining to topics,	and use other forms		
	smell, taste, and feel?	explaining reactions	problems, questions,	of representing more		
	How can a word be	and connections as	or issues by creating	effectively and		
	used positively or	well as visual features	easy-to-follow	discuss a plan for		
	negatively (e.g., tone,	that convey humour,	representations with a	achieving them.		
	emphasis, placement in	emotion, and mood.	clear purpose.			
	sentence)? How do	CD2 2 Lists 1	662.26			
	people "use" the mass	CR3.3 Listen to and	CC3.3 Speak to present			
	media? How do the	understand	ideas and information			



mass media "use"	information, identify	appropriately in					
people? What do food	main ideas and	informal					
advertisements sell, and	supporting details,	and some formal					
how honest are they	compare different	situations					
about their product?	ideas and points of	for different audiences					
	view, and explain	and purposes.					
	connections made						
	between texts heard.	CC3.4 Write to					
		communicate ideas,					
	CR3.4 Read fluently and	information, and					
	demonstrate	experiences					
	comprehension of	pertaining to a topic					
	grade-appropriate	by creating easy-to-					
	fiction, script, poetry,	follow writing					
	and non-fiction from	(including a short					
	various cultures and	report, a procedure , a					
	countries and explain	letter, a story, a short					
	reactions and	script, and a poem) with					
	connections to texts	a clear purpose,					
	read.	correct paragraph					
		structure , and					
		interesting detail.					
	Possible Assessment	Possible Assessment	Possible Assessment				
	Evidence:	Evidence:	Evidence:				
	observations	observation	conference				
	conferences	conferences					
	viewing	 digital speaking 					
	experiences	journal (SeeSaw)					
	listening	representing					
	experiences	experiences					
	• reading	 class/small group 					
	experiences	discussions					
	 story connections 	writing					
	 digital reading 	experiences					
	journal (SeeSaw)	(procedure)					
	• big idea						
	discussions						



May and June	Context: Environmental	CR3.1 Comprehend and	CC3.1 Compose and	AR3.1 Reflect on and	Nelson Literacy 3 – Soils	EL Screen
(approx. 8 weeks)	and Technological	respond to a variety of	create a range of visual,	assess their viewing,	in the Environment	Full DRA
NA let		grade-level texts	multimedia, oral, and	listening, reading,	Nelson Literacy 3 -	
Multi-genre Inquiry	Theme: Soils and Plants	address: identity,	written texts that	speaking, writing, and	Plants	
and/or	in the Environment	community, social	explore: identity,	other representing	Science Curriculum	
Interdisciplinary		responsibility, and	community, social	experiences and the		
	Big Ideas: Are plants	make comparisons	responsibility, and	selected strategies		
	necessary to our world?	with personal	make connections	they have used.	Modelled Reading:	
	What are the	experiences.	with personal			
	characteristics of life		experiences.	AR3.2 Set personal	Shared Reading:	
	cycles of living things?	CR3.2 View and		goals to view, listen,		
	How does the life cycle	respond to grade-	CC3.2 Communicate	read, speak, write,	Guided Reading:	
	affect us and other	appropriate visual and	ideas and information	and use other forms		
	animals and plants?	multimedia texts	pertaining to topics,	of representing more		
	How and why are some	explaining reactions	problems, questions,	effectively and		
	plants considered	and connections as	or issues by creating	discuss a plan for		
	sacred? Why is it	well as visual features	easy-to-follow	achieving them.		
	important to respect	that convey humour,	representations with a			
	our natural resources	emotion, and mood.	clear purpose.			
	and environment?					
	What is soil? Of what is	CR3.3 Listen to and	CC3.3 Speak to present			
	soil made? Is soil living?	understand	ideas and information			
	How do soils differ?	information, identify	appropriately in			
	How do plants, animals,	main ideas and	informal			
	and humans use soil?	supporting details,	and some formal			
	Why is it so important	compare different	situations			
	to plants, animals, and	ideas and points of	for different audiences			
	humans?	view, and explain	and purposes.			
		connections made				
		between texts heard.	CC3.4 Write to			
			communicate ideas,			
		CR3.4 Read fluently and	information, and			
		demonstrate	experiences			
		comprehension of	pertaining to a topic			
		grade-appropriate	by creating easy-to-			
		fiction, script, poetry,	follow writing			
		and non-fiction from	(including a short			



CC	arious cultures and ountries and explain eactions and	report, a procedure, a letter, a story, a short script, and a poem) with		
	onnections to texts	a clear purpose,		
	ead.	correct paragraph		
		structure , and		
		interesting detail.		
P	ossible Assessment	Possible Assessment	Possible Assessment	
E	vidence:	Evidence:	Evidence:	
	observations	 observation 	 conference 	
	conferences	 conferences 		
	viewing	 digital speaking 		
	experiences	journal (SeeSaw)		
	listening	 representing 		
	experiences	experiences		
	reading	 class/small group 		
	experiences	discussions		
	story connections	writing		
	 digital reading 	experiences		
	journal (SeeSaw)	(short report		
	• big idea	and/or		
	discussions	procedure)		

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.