

Grade 3 Objectives at a Glance

Listening	Speaking
<ul style="list-style-type: none"> • Listen attentively to a range of texts for pleasure and information • Listen attentively and courteously to each other and to guest speakers • Listen to and follow three-step oral directions • Connect new ideas, information, and experiences to own and others' ideas and experiences • Use the language cueing systems in oral text to construct meaning • Identify the main ideas and important details • Recognize the difference between an opinion and a verifiable fact • Explain own point of view and consider others' views • Identify personal accomplishments and set goals for improvement of own listening skills and strategies 	<ul style="list-style-type: none"> • Participate in a variety of shared language experiences (e.g., reader's theatre, choral speaking, role play) and give brief recitations and oral presentations about familiar topics • Distinguish between opinions and verifiable facts, and ask questions to clarify meaning • Retell stories and experiences in own words using appropriate sequence and including sufficient detail • Share and explain information about a particular topic for a particular purpose • Explain own point of view and give reasons • Select from a range of word choices and use simple sentence patterns to communicate ideas and information • Identify personal accomplishments and set goals for improvement of own speaking skills and strategies
Reading	Writing
<ul style="list-style-type: none"> • Select and read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy • Select appropriate books independently and consider books recommended by others • Move comfortably from oral to silent reading • Connect new ideas, information, and experiences to own and others' ideas and experiences • Monitor for meaning during oral and silent reading • Apply cueing systems to construct meaning • Begin to develop word attack strategies • Identify major points from fiction and nonfiction texts • Use writer's signals to locate important information from texts (e.g., headings, bold type, diagrams) • Reread to confirm and extend understanding • Recognize fact and opinion, main idea and supporting details, and cause and effect in nonfiction • Identify personal accomplishments and set goals for improvement of own reading habits, skills, and strategies 	<ul style="list-style-type: none"> • Write personal narratives, descriptions, letters, invitations, thank-you notes, reports, and poems • Begin to express an appreciation for how writers use language to affect their audience • Identify and use a variety of organizational patterns for prose, poetry, and dramas • Use all phases of a writing process (with some guidance) • Write clear introductions and conclusions • Organize ideas to make sense for self and others • Develop and demonstrate an understanding of written language conventions including: <ul style="list-style-type: none"> ○ use complete sentences with proper capitalization ○ spell many high frequency words correctly and use a strategy to learn to spell new words ○ punctuate with periods, exclamation marks, question marks, and commas in series, dates, and addresses • Revise to accommodate new ideas and information • Identify personal accomplishments and set goals
Viewing	Representing
<ul style="list-style-type: none"> • Participate in a range of guided and independent viewing experiences from a variety of cultural traditions • Compare ideas presented in different visual texts by using prior knowledge and predictions • Express preferences for particular visual texts • Support personal opinion, insights, and conclusions with examples and evidence • Use visual cues to predict and confirm meaning • Identify key ideas, details, and point of view in visual texts • Respond to and discuss meanings and ideas in visual texts from various cultures and communities • Identify personal accomplishments and set goals 	<ul style="list-style-type: none"> • Use a variety of verbal and visual features to enhance communication • Demonstrate understanding of new concepts in novel or interesting ways • Choose from a variety of forms (e.g., puppet plays, reader's theatre, narrative stories) to communicate for a particular purpose and to a particular audience • Use graphic organizers to develop and arrange ideas • Use print and non-print aids to illustrate key ideas and information • Identify personal accomplishments and set goals for improvement of own representing skills and strategies

Grade 3 Learning Objectives Checklist

Listening (Grade 3)	
Listen to a range of grade-level appropriate texts in a variety of situations for a variety of purposes (foundational objective)	
	participate in shared, guided, and independent listening experiences
	listen attentively to a range of texts for pleasure and information including traditional oral stories/tales/legends, chapter books, stories, non-fiction, poems
	listen attentively and courteously to each other and to guest speakers
	listen to and follow three-step oral directions
	listen to discussions and ask questions to clarify meaning
	consider others' ideas and observations to discover and explore personal understanding
	give sensitive and thoughtful responses
Learn about and practise the skills and strategies of effective listeners	
Before	
	predict what text may be about
	consider and build upon relevant prior knowledge and experiences
	formulate relevant questions to focus information/inquiry needs
	review qualities of a good listener
	identify and set purpose for listening
	demonstrate appropriate listening behaviours (e.g., show enjoyment and appreciation)
During	
	listen without interrupting
	connect new ideas, information, and experiences to own and others' ideas and experiences
	use the language cueing systems in oral text to construct meaning
	identify the main ideas and important details
	make and confirm predictions and inferences
	identify characters, plot, and setting
	recognize cause and effect relationships
	draw conclusions
	recognize the difference between an opinion and a verifiable fact
	distinguish between reality and fantasy
	identify words that form mental images and create mood in oral texts
	recognize the distinguishing features of a variety of forms of texts (e.g., stories, poetry, plays, news reports)
	identify the sequence of events in a variety of oral texts, the time and place in which they occur, and the roles of main characters
	identify examples of repeated sound and poetic effects that contribute to enjoyment
	respond to humour in a variety of oral texts
	record facts and ideas using a listening guide
	expand vocabulary and concept knowledge through listening
After	
	recall details, summarize major events or ideas, share conclusions
	paraphrase and summarize what is heard
	retell key events and recall main ideas
	connect portrayals of individuals or situations in oral texts to personal experiences
	explain own point of view and consider others' points of view
	compare and contrast presentations and texts
	discuss ideas from oral texts from various cultures and communities
Assess personal and group strengths and set goals for future growth.	
	identify personal accomplishments and set goals for improvements of own listening skills and strategies

Note: The objective already checked are those that were selected for teaching or reinforcement in the grade 3 sample unit. The number in parentheses indicates the number of lessons in which the objective is taught or reinforced. Teachers should note that each objective may be reinforced many times during the year.

Speaking (Grade 3)	
Speak to express thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences	
	participate in a variety of shared language experiences (e.g., readers' theatre, choral speaking, role play activities) and give brief recitations and oral presentations about familiar topics
	share ideas, observations, and experiences in small and large group talk
	distinguish between opinions and verifiable facts, and ask questions to clarify meaning
	retell stories and experiences in own words using appropriate sequence and including sufficient detail
	share and explain information about a particular topic for a particular purpose
	paraphrase events and information from text in own words
	experiment with language to communicate ideas and information in a way that engages the audience
	express ideas orally in a variety of situations including with a group of classmates
	use appropriate language for audience and situation
Learn about and practise the skills and strategies of effective speakers	
Before	
	generate ideas using a variety of strategies (e.g., brainstorming and recalling)
	determine personal knowledge of a topic and identify information needs
	determine information needs for particular audience and purpose
	choose from a variety of forms for particular audiences and purposes
	use organizers to develop and arrange ideas
	record and share personal knowledge of a topic
During	
	share information and ideas using a variety of strategies
	explain own point of view and give reasons
	experiment with language to express feelings, and talk about memorable experiences and events
	select from a range of word choices and use simple sentence patterns to communicate ideas and information
	speak or present oral readings, reports, or talks with fluency, and with appropriate volume and expression to emphasize key ideas
	present information and ideas on a topic to engage a familiar audience using organizers such as key words on a card
	work co-operatively with others in small groups on structured tasks
After	
	ask others for their ideas and express interest in their contributions
	show consideration for those whose ideas, abilities, and language use differ from their own
	consider others' ideas and observations to discover and explore personal understanding
Assess personal and group strengths and set goals for future growth	
	identify personal accomplishments and set goals for improvement of own speaking skills and strategies
Reading (Grade 3)	
Read a wide range of grade-level appropriate texts in a variety of situations for a variety of purposes	
	read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy
	select and read a variety of texts for enjoyment and information including chapter books, poems, plays, stories, nonfiction, folktales, fairy tales, fables
	experience the work of Saskatchewan and Canadian author, including Aboriginal authors
	begin to locate different kinds of texts in the resource centre (e.g., reference, chapter books, poetry)
	select appropriate books independently and considers books recommended by others
	move comfortably from oral to silent reading
	adjust reading rate to suit purpose and nature of material
Learn about and practise the skills and strategies of effective readers	
Before	
	access and build upon related prior knowledge and experience
	set purpose for reading
	generate questions to organize their investigation of new information
During	
	use title and cover illustration to predict what text might be about
	connect new ideas, information, and experiences to own and others' ideas and experiences
	predict what will happen next based on previously read material and background experience
	make inferences about a character's actions or feelings
	confirm meaning

	monitor for meaning during oral and silent reading
	apply cueing systems to construct meaning: pragmatic (e.g., age and tone of speaker), textual (e.g., titles, covers, headings, illustrations, paragraphs as units of meaning), semantic (e.g., sensory words), syntactic (e.g., word order and punctuation), and graphophonic (e.g., high-frequency sight words; phonetic analysis; structural analysis to identify compound words, contractions, singular and plural words)
	begin to develop word attack strategies: using knowledge of letter-sound relationships and structural analysis to decode words; inferring word meanings from roots, prefixes, and suffixes; and using analogy and knowledge of known words to determine meaning of unknown words
	recognize the distinguishing features of a variety of forms and genres (e.g., poetry, plays, news reports)
	distinguish between reality and fantasy
	use different strategies for reading fiction, nonfiction, and poetry
	draw conclusions
	expand vocabulary and concept knowledge through reading
	distinguish fact from opinion
	identify major points from fiction and nonfiction texts
	select nonfiction text to find information
	recognize fact and opinion, main ideas and supporting details, and cause and effect nonfiction
	record main ideas and important facts using a reading guide
	use writer's signals to locate important information from texts (e.g., headings, bold-face, subtitles, diagrams)
	reread to confirm and extend understanding
	identify the sequence of events, the time and place in which they occur, and the roles of main characters
	apply knowledge of word patterns (e.g., root words, prefixes, suffixes) in a variety of contexts to extend knowledge of words
	identify examples of repeated sound and poetic effects that contribute to enjoyment
	respond to humour
	identify words that form mental images and create mood
After	
	recall details, summarize major ideas or events, and draw conclusions
	discuss ideas within stories
	ask critical questions
	respond to various experiences in text in a variety of ways
	discuss meanings, ideas, and language, and relate their understanding to personal experiences and other texts
	compare traits of characters from evidence in the text
	compare and contrast characters, events, and texts
	support ideas by referring to evidence presented in texts
	describe similarities between experiences and traditions encountered in daily life and those portrayed in texts
	share favourite parts from texts and describe why they are favourites
Assess personal and group strengths and set goals for future growth	
	identify personal accomplishments and set goals for improvement of own reading habits, skills, and strategies
Writing (Grade 3)	
Write to express thoughts, information, feelings, and experiences in a variety of forms for a variety of purposes and audiences	
	write personal narratives, descriptions, letters, invitations, thank-you notes, reports, poems, directions, recipes
	begin to express an appreciation for how writers use language to affect their audience
	identify and use a variety of organizational patterns for prose, poetry, and script (plays)
	create original texts to communicate and demonstrate understanding of forms and techniques
	use all phases of the writing process (with some guidance)
	share own and others' writing
Learn about and practise the skills and strategies of effective writers	
Before	
	use self-questioning to determine personal knowledge of a topic and to identify what information is needed
	use pre-writing strategies to generate and organize ideas (e.g., drawing, brainstorming, webbing,

	mapping, clustering, storyboarding, using graphic organizers, simple note-making)
	choose from a variety of forms for particular audiences and purposes
	During
	write clear introductions and conclusions
	stay on topic
	organize ideas to make sense for self and others
	use adjectives and adverbs to add interest and detail to compositions
	develop an understanding of written language conventions including: <ul style="list-style-type: none"> ◦ begin to understand and use correct paragraph structure ◦ write simple statements, showing awareness of capital letters and periods ◦ know that words have conventionally accepted spelling ◦ use a mixture of temporary (phonetic) and conventional spellings ◦ spell common sight words correctly and some one-syllable words phonetically ◦ capitalize the first words of sentences, names of people, and the pronoun “I”
	write legibly using correct letter formation and spacing to produce words of consistent size and shape
	use word processing program as an alternate way to compose, revise, and present their written text (optional)
	confer with peers and teachers, consider others’ ideas/suggestions, and respond to others’ writing with encouraging suggestions
	After
	revise (with assistance) to clarify and refine writing
	ask questions to clarify sense of text
	revise by adding detail for elaboration and by deleting ideas that do not belong
	revise to accommodate new ideas and information
	revise for clear introductions, understandable sequences, and conclusions
	edit for complete and incomplete sentences
	select from a range of word choices and use simple and compound sentence patterns to communicate ideas and information
	identify correct subject-verb agreement
	use adjectives and adverbs to add interest and detail to own writing
	when editing and proofreading, apply conventional spelling patterns using a variety of strategies (e.g., phonics, structural analysis, and visual memory) and resources (e.g., junior dictionaries, electronic spell-check functions)
	apply knowledge of punctuation and capitalization when editing and proofreading
	share own and others’ writing and creations in various ways
	Assess own and others’ strengths and set goals for future growth
	identify personal accomplishments and set goals for improvement of writing skills and strategies
	Viewing (Grade 3)
	View a range of grade-level appropriate texts in a variety of situations for a variety of purposes
	participate in a range of guided and independent viewing experiences from a variety of cultural traditions (e.g., film/video, television program, illustrated text, magazines, CDs)
	compare and contrast ideas presented in different visual texts
	express and discuss preferences for particular visual texts
	support personal opinion, insights, and conclusions with examples and evidence
	Learn about and practise the skills and strategies of effective viewers
	Before
	consider and build upon prior knowledge and experience
	consider others’ ideas and observations while exploring personal understanding
	identify and set purposes for viewing
	predict what text may be about
	During
	demonstrate appropriate viewing behaviours (e.g., being polite, showing and appreciation)
	make connections between visual texts, prior knowledge, and personal experiences
	connect portrayals of individuals or situations in visual texts to personal experiences
	use visual cues (e.g., focus, point of view) to predict, construct, and confirm meaning
	identify key ideas, details, and point of view in visual texts by using prior knowledge, predictions, connections, inferences, and auditory visual cues
	recognize the distinguishing features of a variety of forms and genres (e.g., illustrations, videos)
	identify the sequence of events in visual texts, the time and place in which they occur, and the roles of main characters

	identify examples of visual effects that contribute to enjoyment
	respond to humour in visual texts
	identify images that create mood in visual texts
	record facts, ideas, and experiences using a variety of strategies (e.g., viewing guides)
	use knowledge of visual cues and organizational devices (e.g., pictures, diagrams) to locate and gather information and ideas
After	
	discuss ideas in visual texts from various cultures and communities
	compare similarities and differences in illustrations and visual presentations
	describe similarities between experiences and traditions encountered in daily life and those portrayed in visual texts (including texts about Canada)
	create original texts (e.g., personal narratives, reports, drawings, dramatizations, puppet plays, tableaux) to communicate and demonstrate understanding of visual forms and techniques
	review information to determine its usefulness based upon pre-established criteria
Assess personal and group strengths and set goals for future growth	
	identify personal accomplishments and set goals for improvement of own viewing skills and strategies
Representing (Grade 3)	
Represent to express information, thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences	
	use a variety of verbal and visual features to enhance communication
	create original representations to communicate and demonstrate understanding of forms and techniques
	prepare and present to a familiar audience
	experiment with language (e.g., words to create word pictures, sentence variety), forms (e.g., diagrams, audio-visual, print), and non-verbal elements (e.g., sound, colour, gesture, volume) appropriate to audience and purpose
	use media appropriate to audience, purpose, and situation
Learn about and practise the skills and strategies of effective representers	
Before	
	locate and gather information and ideas
	generate and contribute ideas on particular topics using a variety of strategies (e.g., brainstorming, creating webs)
	choose from a variety of forms (e.g., puppet plays, readers theatre, narrative stories) to communicate for a particular purpose and to a particular audience
During	
	use graphic organizers to develop and arrange ideas (e.g., story maps, webs, charts for survey numbers)
	arrange ideas and information in more than one way to make sense for self and others
	use print and non-print aids to illustrate key ideas and information
	use physical stance and gestures to enhance communication
	experiment with language and visual forms to express feelings, and share memorable experiences and events
	organize and represent information and ideas using a variety of strategies
After	
	share representations in various ways (e.g., paired sharing)
	compare and contrast ideas using an appropriate graphic organizer
	show consideration for those whose ideas, abilities, and language use differ from their own
	revise to accommodate new ideas and information
Assess personal and group strengths and set goals for future growth	
	identify personal accomplishments and set goals for improvement of own representing skills and strategies

Language Cues and Conventions

Most students in Grade three are expected to understand the following concepts about the language cues and conventions.

Pragmatic Cues and Conventions (Grade 3)	
	Show respect of ideas, language, and communication styles of others
	Show consideration for audience and purpose.
	Adapt language to situation, purpose, and needs of audience (e.g., age).
	Sense tone.
	Co-operate in small groups.
	Wait own turn to speak.
	Show attentiveness and courtesy to others.
	Use customary expressions when addressing someone (e.g., greeting).
	Understand and establish parameters for a group tasks.
	Use courtesy in group discussions.
	Respond thoughtfully.
	Acknowledge and celebrate individual and class achievements.
Textual Cues and Conventions (Grade 3)	
	Identify a variety of organizational patterns in prose, poetry, and drama.
	Arrange ideas and information in more than one way to make sense for self.
	Understand structural features of a text (e.g., opening, problem, events, conclusion) and its elements (e.g., setting, characters; titles, headings, illustrations).
	Create short texts with a clear topic and supporting details (facts, information, reasons).
	Organize ideas around a major point and information to support or explain it.
	Sequence ideas.
	Develop a topic sentence in a paragraph by including sufficient supporting details as well as a good conclusion.
	Organize ideas chronologically (e.g., with clear beginning middle, and ending).
	Begin to use time transitions (e.g., in the morning, later in the day, finally).
	Use correct form for a friendly letter.
	Indent.
Syntactical Cues and Conventions (Grade 3)	
	Recognize word order and punctuation is important in conveying or understanding meaning.
	Check is sentences make sense.
	Use clear and complete sentences using correct end punctuation (i.e., periods, exclamation marks, and question marks).
	Use strong verbs.
	Identify verb and subject.
	Use consistent verb tense.
	Describe with appropriate adjectives and adverbs.
	Use simple and compound sentence patterns to communicate ideas.
	Use qualifiers in a sentence to clarify or enrich it.
	Write dialogue using quotation marks.
	Use commas in dates, locations, and addresses and items in series.
Semantic Cues and Conventions (Grade 3)	
	Use appropriate words or expressions to address someone, relate an event, tell about events or experiences.
	Explore meaning of new words.
	Use word context and other clues to determine meaning of unknown words.
	Use knowledge of antonyms, synonyms, and homonyms to determine meanings of words.
	Use word walls, personal dictionaries, and thematic word lists.
	Begin to use a dictionary.
	Use knowledge of common prefixes and suffixes (e.g., re, super, a, un, ex, be, dis, in, full, less, ness).
	Use analogy and knowledge of known words to determine meaning of unknown words.
	Use words that form clear images and suit purpose.
	Use sensory and descriptive words.
Graphophonic Cues and Conventions (Grade 3)	
	Use proper phrasing, pitch, and modulation.
	Adjust delivery and voice volume to meet needs of audience.
	Know and apply conventional Canadian spelling patterns using a variety of strategies (such as say the

	word slowly, picture the word, “Look, Say, Cover, Write, Check”, make a fold over, say two letters in a blend) and resources (such as junior dictionaries, word wall, word lists,...) when writing and proofreading.
	Use understanding of spelling patterns.
	Figure out when to apply the “rules”.
	Use word meanings and derivations (e.g., nature, natural, naturalist).
	Develop personal word lists.
	Spell high frequency words.
	Spell r-vowel pattern and other vowel patterns.
	Spell number words, days of the week, months of year.
	Spell compound words and contractions.
	Spell easy multi-syllabic words.
Other Cues and Conventions (Grade 3)	
	Print legibly and begin to use cursive writing (letter formation and joining of letters), allowing margins and correct spacing between letters in words and words in sentences.
	Use correct letter formation and spacing to produce words of consistent size and shape.
	Uses word processing programs to compose, revise, and present.
	Use audio-visual supports to support own presentations.
	Identify aspect features in an illustrated text.
	Identify key visual feature in a text (e.g., colour, illustration, style).