

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Oral Language (Speaking and Listening) Purposes (Oral Language) It is expected that students will:	
A1 use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> - contributing to a class goal - sharing ideas and opinions - making connections - solving problems - completing tasks 	<p><u>Reading Guide:</u> pages 8, 17, 26, 28, 30, 31, 37, 45, 46,50, 53, 55, 63, 67, 68, 94, 97, 105, 107, 108, 122, 135, 136, 138, 151, 152, 171, 174, 175</p> <p><u>Writing Guide:</u> pages 21, 35, 55, 66, 67, 70, 83, 94, 97, 109, 123, 136, 240, 241</p> <p><u>Guided Reading:</u> The False Alarm page 3 Make a Frog! page 7 Dr. Bufflehead Explores Dirt page 3 Hare and Turtle: Two Pourquoi Tales pages 6, 8 Make Electrostatic Slime page 3 The Common Loon page 3 Creature Cleaning pages 2, 6 Felicity Discovers Electricity pages 3, 6 Help a Wild Animal in Need page 3 Swimming Lessons pages 3, 8 Building a Skyscraper pages 4, 6 Caring for a Dragon page 6 Hungry Plants pages 6, 8 Look Inside: Airplane pages 2, 6 Lost in the Museum pages 5 - 7 Nipissing and Nipigon: Baby Beavers Grow Up page 5 How a Carousel Came to North Bay pages 3, 5 Jason’s Lucky Day page 7 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen page 7 The Mammoth Cheese: A True Story pages 6, 7 Quiet Tessa page 7 A Fish Learns to Live on the Land pages 3, 5 Avalanche! page 6 Bryce On Track page 7 Isabella, Princess of the Pens page 7 African Elephants: Built Big page 6 Design Your Own Car page 6 Moon Cruiser page 7</p>

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<p>Purposes Oral Language It is expected that students will:</p>	
<p>(continued) A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> - contributing to a class goal - sharing ideas and opinions - making connections - solving problems - completing tasks 	<p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 7 Big Bad Bertha pages 3, 4, 6, 7 I Live in the North pages 2, 3 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 4 Magnetic Racetrack pages 3, 5 Pirate Lee pages 2, 4, 5, 6 Icebergs! pages 2, 5</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 5 I'm Running pages 12, 13 How to Throw a Frisbee pages 21, 22 Saskatchewan's Super Skiers page 27 The Hoop & Me pages 34, 35 Have Your Say pages 38, 40</p> <p><u>Poetry Shared Reading:</u> Haiku page 5 Fred pages 8, 9 There's No One As Slow as Slomona page 13 My Talented Friend page 17 The Eel pages 20, 25 Sidewalk Singer page 43 The Great Frog Race page 46 Think of Tree pages 54, 55 dreaming/Night Game page 58</p> <p><u>Read Aloud:</u> Fire on the Mountain page 9 Plantzilla page 34 Salmon Creek page 39</p>

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Purposes Oral Language	
It is expected that students will:	
<p>A2. use speaking to explore, express, and present ideas, information, and feelings for different purposes, by</p> <ul style="list-style-type: none"> - staying on topic in a focused discussion - recounting experiences in a logical sequence -presenting a central idea with supporting details - using specific and descriptive vocabulary - sharing connections made 	<p><u>Writing Guide:</u> pages 240, 241, 254</p> <p><u>Guided Reading:</u></p> <p>The False Alarm page 6</p> <p>Hare and Turtle: Two Pourquoi Tales page 6</p> <p>Creature Cleaning page 6</p> <p>Felicity Discovers Electricity page 6</p> <p>Building a Skyscraper page 6</p> <p>Caring for a Pet Dragon page 6</p> <p>The Gran Plan page 6</p> <p>Lost in the Museum page 6</p> <p>How a Carousel Came to North Bay page 6</p> <p>Jason’s Lucky Day page 7</p> <p>The Legend of the Dreamcatcher page 3</p> <p>Louis Cyr: Champion of Strongmen page 7</p> <p>Quiet Tessa page 3</p> <p>Isabella, Princess of the Pens page 7</p> <p>African Elephants: Built Big page 6</p> <p><u>Shared Reading:</u></p> <p>Big Bad Bertha page 4</p> <p><u>Magazine Shared Reading:</u></p> <p>The Science of Sport page 31</p> <p><u>Read Aloud:</u></p> <p>Plantzilla page 34</p>

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Purposes Oral Language	
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<p>A3. listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> - identifying the main ideas and supporting details - generating questions - visualizing and sharing 	<p><u>Reading Guide</u> pages 19, 25, 29– 31, 45, 47, 53, 63, 94, 97, 105, 122, 135, 136, 139, 141</p> <p><u>Writing Guide</u> pages 123, 240, 241</p> <p><u>Guided Reading:</u> Make a Frog! pages 4, 7 Hare and Turtle: Two Pourquoi Tales page 3 Make Electrostatic Slime pages 2, 3 Bicycle Owner’s Manual page 3 The Common Loon page 3 Help a Wild Animals in Need page 3 See the Sea Few Ever See! page 3 Caring for a Pet Dragon pages 3, 6 How a Carousel Came to North Bay page 6 Jason’s Lucky Day page 4 Avalanche! page 6</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 5 Big Bad Bertha pages 2, 4 I Live in the North page 2 Three Easy Steps to Getting a Dog pages 2, 4, 6 Summer Camping in Nova Scotia pages 2 - 4 Pirate Lee pages 2, 4, 5 Magnetic Racetrack pages 2, 4, 6 Icebergs! pages 2, 4, 5</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3, 4 Sporty Facts page 8 I’m Running page 12 Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee pages 21, 22 Saskatchewan’s Super Skiers page 25 The Science of Sport page 30 The Hoop & Me page 34 Have Your Say pages 38, 39</p> <p><u>Poetry Shared Reading:</u> Haiku page 4</p>
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Purposes Oral Language It is expected that students will:	
(continued) A3. listen purposefully to understand ideas and information, by <ul style="list-style-type: none"> - identifying the main ideas and supporting details - generating questions - visualizing and sharing 	Fred page 8 There’s No One As Slow as Slomona page 12 My Talented Friend pages 16, 17 The Eel page 20 What I Found page 24 Sky Net page 28 Accidentally page 32 My Cat/dog page 37 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree page 54 dreaming/Night Game page 58 A Corner of Bread page 62 When I Read page 66 <u>Read Aloud:</u> Bats! Strange and Wonderful page 3 Fire on the Mountain page 7 The Good Dog pages 12, 16 The Librarian of Basra: A True Story from Iraq pages 21, 22 Perfect Man page 25 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals page 29 Plantzilla page 33 Salmon Creek page 37 Solomon’s Tree page 41 Terry Fox: A Story of Hope page 45

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Strategies (Oral Language) It is expected that students will:	
A4 use a variety of strategies when interacting with others, including <ul style="list-style-type: none"> – accessing prior knowledge – making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener 	<p><u>Reading Guide</u> pages 29 – 31, 45, 53, 94, 97, 105, 122, 136</p> <p><u>Shared Reading:</u> Summer Camping in Nova Scotia page 3 Magnetic Racetrack page 2</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 4 Lacrosse: The Sport of a Nation page 17 How to Throw a Frisbee page 22 Have Your Say page 39</p> <p><u>Poetry Shared Reading:</u> My Talented Friend page 17 What I Found page 24</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 3 The Good Dog page 16 The Librarian of Basra: A True Story from Iraq page 22 Solomon’s Tree page 41 Terry Fox: A Story of Hope page 45</p>

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Strategies (Oral Language) It is expected that students will:	
A5. use a variety of strategies when expressing and presenting ideas, information, and feelings, including <ul style="list-style-type: none"> - setting a purpose - accessing prior knowledge - generating ideas - making and sharing connections - asking questions to clarify and confirm meaning - practising delivery - self-monitoring and self-correcting in responses to feedback 	<p><u>Reading Guide:</u> pages 8, 17, 19, 26 – 31, 37, 45, 50, 53, 55, 63, 67, 94, 96, 97, 105, 122, 136, 151, 152, 171, 174</p> <p><u>Writing Guide:</u> pages 240, 241, 254</p> <p><u>Guided Reading:</u> Make a Frog! pages 4, 57 Make Electrostatic Slime page 3 Felicity Discovers Electricity page 3 Swimming Lessons page 6 Building a Skyscraper page 4 Caring for a Pet Dragon page 3 Lost in the Museum page 5 Nipissing and Nipigon: Baby Beavers Grow Up page 5 How a Carousel Came to North Bay page 3 The Mammoth Cheese: A True Story page 4 Isabella, Princess of the Pens page 3</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 3, 4 Summer Camping in Nova Scotia page 3 Magnetic Racetrack pages 2, 3, 5, 6 Pirate Lee pages 2, 6</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 4 Lacrosse: The Sport of a Nation page 17 How to Throw a Frisbee page 22 The Science of Sport page 31 Have Your Say page 39</p> <p><u>Poetry Shared Reading:</u> Fred page 9 My Talented Friend page 17 What I Found page 24</p> <p><u>Read Aloud:</u> Solomon’s Tree page 42</p>

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Strategies (Oral Language) It is expected that students will:	
<p>A6 use a variety of strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> - accessing prior knowledge - making predictions about content before listening - focusing on speaker - listening for specifics - asking questions <p>recalling and summarizing</p> <ul style="list-style-type: none"> - visualizing - monitoring - comprehension 	<p><u>Reading Guide</u> pages 19, 25, 29– 31, 37, 45, 47, 53, 63, 94, 97, 105, 120, 122, 135, 136, 139, 141, 171, 174</p> <p><u>Writing Guide</u> pages 123, 240, 241</p> <p><u>Guided Reading:</u> Make a Frog! pages 4, 7 Hare and Turtle: Two Pourquoi Tales page 3 Make Electrostatic Slime pages 2, 3 Bicycle Owner’s Manual page 3 The Common Loon page 3 Help a Wild Animals in Need page 3 See the Sea Few Ever See! page 3 Caring for a Pet Dragon pages 3, 6 How a Carousel Came to North Bay page 6 Jason’s Lucky Day page 4 Avalanche! page 6</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 3, 5 Big Bad Bertha pages 2, 4 I Live in the North page 2 Three Easy Steps to Getting a Dog pages 2, 4, 6 Summer Camping in Nova Scotia pages 2 - 4 Pirate Lee pages 2, 4, 5 Magnetic Racetrack pages 2 - 6 Icebergs! pages 2 - 4, 5</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3, 4 Sporty Facts page 8 I’m Running page 12 Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee pages 21, 22 Saskatchewan’s Super Skiers page 25 The Science of Sport pages 30, 31 The Hoop & Me page 34 Have Your Say pages 38, 39</p>

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Strategies (Oral Language) It is expected that students will:	
(continued) A6 use a variety of strategies when listening to make and clarify meaning, including - accessing prior knowledge - making predictions about content before listening - focusing on speaker - listening for specifics - asking questions recalling and summarizing - visualizing - monitoring - comprehension	<u>Poetry Shared Reading:</u> Haiku page 4 Fred page 8 There’s No One As Slow as Slomona page 12 My Talented Friend pages 16, 17 The Eel pages 20, 21 What I Found page 24 Sky Net page 28 Accidentally pages 32, 33 My Cat/dog pages 37, 39 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree page 54 dreaming/Night Game pages 58, 59 A Corner of Bread pages 62, 63 When I Read page 66 <u>Read Aloud:</u> Bats! Strange and Wonderful page 3 Fire on the Mountain page 7 The Good Dog pages 12, 16 The Librarian of Basra: A True Story from Iraq pages 21, 22 Perfect Man page 25 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals page 29 Plantzilla pages 33, 34 Salmon Creek pages 37, 39 Solomon’s Tree page 41 Terry Fox: A Story of Hope page 45

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Thinking (Oral Language) It is expected that students will:	
A7. demonstrate enhanced vocabulary knowledge and usage	<p><u>Working With Words Guide</u>: pages 10 – 14, 20, 41 – 132, 134 - 136</p> <p><u>Guided Reading</u>:</p> <p>A Fine Day on the Lake page 3 The False Alarm pages 3, 5 Dr. Bufflehead Explores Dirt page 2 East Coast Boats: The Busy Halifax Harbour pages 2, 4, 6, 7 Hare and Turtle: Two Pourquoi Tales pages 4, 6 Make Electrostatic Slime pages 2, 3 The New Calf page 4 Bicycle Owner’s Manual pages 5, 6 Creature Cleaning pages 2, 6, 7 Felicity Discovers Electricity page 6 See the Sea Few Ever See! page 2 Swimming Lessons page 2 Building a Skyscraper page 4 Caring for a Pet Dragon pages 5, 7 Hungry Plants pages 2 – 6 Look Inside: Airplane pages 2 – 6 Lost in the Museum pages 2, 4, 5 How Do Fish Swim? page 4 Jason’s Lucky Day pages 2, 3, 5 The Legend of the Dreamcatcher pages 2, 3 Louis Cyr: Champion of Strongmen pages 6, 7 The Mammoth Cheese: A True Story pages 2 – 4 Quiet Tessa pages 2, 4, 5 A Fish Learns to Live on the Land pages 4, 6 Avalanche! page 3 Bryce on Track pages 3 – 6 Isabella, Princess of the Pens page 2 Vicki Keith: Queen of the Lakes pages 2, 4 – 6 African Elephants: Built BIG page 2 Into the Bears’ Den pages 3, 5, 6 The Flight of the Little Swallow pages 3 – 6 Design Your Own Car page 2 Moon Cruiser pages 2, 3, 6 What Makes a Planet a Planet? page 4</p>

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Thinking (Oral Language) It is expected that students will:	
(continued) A7. demonstrate enhanced vocabulary knowledge and usage	<u>Shared Reading:</u> Thank You, Mr. T! pages 6 – 8 Big Bad Bertha pages 3, 8 I Live in the North page 4 Three Easy Steps to Getting a Dog pages 6 – 8 Summer Camping in Nova Scotia pages 6 – 8 Pirate Lee pages 4, 7 Icebergs! pages 6, 7 <u>Magazine Shared Reading:</u> Sporty Facts pages 8, 9 I'm Running page 13 Lacrosse: The Sport of a Nation page 18 How to Throw a Frisbee pages 21, 22 Saskatchewan's Super Skiers page 27 Have Your Say page 40 <u>Poetry Shared Reading:</u> There's No One As Slow as Slomona page 13 My Talented Friend page 17 The Eel page 22 Accidentally pages 33, 34 Think of Tree page 56

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Thinking (Oral Language) It is expected that students will:	
A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)	<p><u>Reading Guide</u> pages 8, 9, 17 - 19, 25, 28, 29, 37, 47, 50, 54, 63, 120, 135, 136, 139, 141, 170, 171, 174</p> <p><u>Writing Guide</u> pages 123, 240, 241, 254</p> <p><u>Guided Reading:</u> Make a Frog! pages 4, 7 Hare and Turtle: Two Pourquoi Tales page 3 Make Electrostatic Slime pages 2, 3 Bicycle Owner’s Manual page 3 The Common Loon page 3 Help a Wild Animals in Need page 3 See the Sea Few Ever See! page 3 Caring for a Pet Dragon pages 3, 6 How a Carousel Came to North Bay page 6 Jason’s Lucky Day page 4 Avalanche! page 6 The Flight of the Little Swallow page 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2 - 7 Big Bad Bertha pages 2 - 7 I Live in the North pages 2, 3 Three Easy Steps to Getting a Dog pages 2 – 4, 6, 7 Summer Camping in Nova Scotia pages 2 – 5, 7 Pirate Lee pages 2 - 6 Magnetic Racetrack pages 2 - 6 Icebergs! pages 2 - 6</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 2 - 5 Sporty Facts pages 8, 9 I’m Running pages 12, 13 Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee pages 21, 22 Saskatchewan’s Super Skiers pages 25 - 27 The Science of Sport pages 30, 31 The Hoop & Me pages 34, 35</p>

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	Have Your Say pages 38 - 40
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Thinking (Oral Language)	
It is expected that students will:	
(continued) A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)	<u>Poetry Shared Reading:</u> Haiku page 4 Fred page 8 There’s No One As Slow as Slomona page 12, 13 My Talented Friend pages 16, 17 The Eel pages 20, 21 What I Found pages 24, 25 Sky Net pages 28, 29 Accidentally pages 32 - 34 My Cat/dog pages 37 - 39 Sidewalk Singer pages 42, 43 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree pages 54 dreaming/Night Game pages 58, 59 A Corner of Bread pages 62, 63 When I Read pages 66, 67 <u>Read Aloud:</u> Bats! Strange and Wonderful pages 3, 4 Fire on the Mountain pages 7 - 9 The Good Dog pages 12 - 19 The Librarian of Basra: A True Story from Iraq pages 21 - 23 Perfect Man pages 25 - 27 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals pages 29, 30 Plantzilla page 33, 34 Salmon Creek page 37 - 39 Solomon’s Tree pages 41 - 43 Terry Fox: A Story of Hope pages 45 – 47

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Thinking (Oral Language) It is expected that students will:	
A9 use speaking and listening to extend thinking, by - acquiring new ideas - making connections - inquiring - comparing and contrasting - summarizing	<p><u>Reading Guide:</u> pages 8, 17, 26, 28, 30, 31, 37, 45, 46, 50, 53, 55, 63, 67, 68, 94, 97, 105, 107, 108, 122, 135, 136, 138, 151, 152, 171, 174, 175</p> <p><u>Writing Guide:</u> pages 21, 35, 55, 66, 67, 70, 83, 94, 97, 109, 123, 136, 240, 241</p> <p><u>Guided Reading:</u> The False Alarm page 3 Make a Frog! page 7 Dr. Bufflehead Explores Dirt page 3 Hare and Turtle: Two Pourquoi Tales pages 6, 8 Make Electrostatic Slime page 3 The Common Loon page 3 Creature Cleaning pages 2, 6 Felicity Discovers Electricity pages 3, 6 Help a Wild Animal in Need page 3 Swimming Lessons pages 3, 8 Building a Skyscraper pages 4, 6 Caring for a Dragon page 6 Hungry Plants pages 6, 8 Look Inside: Airplane pages 2, 6 Lost in the Museum pages 5 - 7 Nipissing and Nipigon: Baby Beavers Grow Up page 5 How a Carousel Came to North Bay pages 3, 5 Jason’s Lucky Day page 7 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen page 7 The Mammoth Cheese: A True Story pages 6, 7 Quiet Tessa page 7 A Fish Learns to Live on the Land pages 3, 5 Avalanche! page 6 Bryce On Track page 7 Isabella, Princess of the Pens page 7 African Elephants: Built Big page 6 Design Your Own Car page 6 Moon Cruiser page 7</p>

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Thinking (Oral Language) It is expected that students will:	
(continued) A9 use speaking and listening to extend thinking, by <ul style="list-style-type: none"> - acquiring new ideas - making connections - inquiring - comparing and contrasting - summarizing 	<u>Shared Reading:</u> Thank You, Mr. T! pages 2, 7 Big Bad Bertha pages 3, 4, 6, 7 I Live in the North pages 2, 3 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 4 Magnetic Racetrack pages 3, 5 Pirate Lee pages 2, 4, 5, 6 Icebergs! pages 2, 5 <u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 5 I'm Running pages 12, 13 How to Throw a Frisbee pages 21, 22 Saskatchewan's Super Skiers page 27 The Hoop & Me pages 34, 35 Have Your Say pages 38, 40 <u>Poetry Shared Reading:</u> Haiku page 5 Fred pages 8, 9 There's No One As Slow as Slomona page 13 My Talented Friend page 17 The Eel pages 20, 25 Sidewalk Singer page 43 The Great Frog Race page 46 Think of Tree pages 54, 55 dreaming/Night Game page 58 <u>Read Aloud:</u> Fire on the Mountain page 9 Plantzilla page 34 Salmon Creek page 39

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Thinking (Oral Language) It is expected that students will:	
A10 reflect on and assess their speaking and listening, by - referring to class-generated criteria - reflecting on and discussing peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals	<p><u>Reading Guide</u> pages 19, 25, 29– 31, 45, 47, 53, 63, 68, 94, 97, 105, 122, 135, 136, 139, 141</p> <p><u>Writing Guide</u> pages 123, 240, 241</p> <p><u>Guided Reading:</u> Make a Frog! pages 4, 6, 7 Hare and Turtle: Two Pourquoi Tales pages 3, 4 Make Electrostatic Slime pages 2, 3 Bicycle Owner’s Manual page 3 The Common Loon page 3 Help a Wild Animals in Need page 3 Swimming Lessons pages 2, 6 See the Sea Few Ever See! page 3 Caring for a Pet Dragon pages 3, 6 How a Carousel Came to North Bay page 6 How Do Fish Swim? page 3 Jason’s Lucky Day page 4 A Fish Learns to Live on the Land page 4 Avalanche! pages 3, 6 Isabella, Princess of the Pens page 3 Steven Write a Story page 3</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 5 Big Bad Bertha pages 2 - 4 I Live in the North page 2 Three Easy Steps to Getting a Dog pages 2, 4, 6 Summer Camping in Nova Scotia pages 2 - 4 Pirate Lee pages 2, 4, 5 Magnetic Racetrack pages 2, 4, 6 Icebergs! pages 2, 4, 5</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3, 4 Sporty Facts page 8 I’m Running page 12 Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee pages 21, 22 Saskatchewan’s Super Skiers page 25</p>

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Thinking (Oral Language)	
It is expected that students will:	
(continued) A10 reflect on and assess their speaking and listening, by - referring to class-generated criteria - reflecting on and discussing peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals	<p>The Hoop & Me page 34 Have Your Say pages 38, 39</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 Fred pages 8, 9 There’s No One As Slow as Slomona pages 12, 13 My Talented Friend pages 16, 17 The Eel page 20 What I Found page 24 Sky Net page 28 Accidentally page 32 My Cat/dog page 37 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree page 54 dreaming/Night Game page 58 A Corner of Bread page 62 When I Read page 66</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 3 Fire on the Mountain page 7 The Good Dog pages 12, 16 The Librarian of Basra: A True Story from Iraq pages 21, 22 Perfect Man pages 25 - 27 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals page 29 Plantzilla pages 33, 34 Salmon Creek page 37 Solomon’s Tree page 41 Terry Fox: A Story of Hope page 45</p>

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Features (Oral Language) It is expected that students will:	
All use the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> - text structure - sentence lengths and types - transitions - syntax (i.e., grammar and usage) - enunciation - receptive listening posture 	<p><u>Writing Guide:</u> pages 7, 8, 17, 27, 28, 50, 51, 57, 71, 84, 93, 94, 96, 98, 107, 111, 125, 145, 173, 180, 186, 204 – 206, 208 – 210</p> <p><u>Working with Words Guide:</u> pages 126 – 131</p> <p><u>Guided Reading:</u> The False Alarm pages 2, 5 The New Calf page 5 Felicity Discovers Electricity page 6 Swimming Lessons page 2 Building a Skyscraper page 4 Hungry Plants pages 3, 4 Look Inside: Airplane page 2 Louis Cyr: Champion of Strongmen page 5 The Mammoth Cheese: A True Story page 5 Quiet Tessa page 4 A Fish Learns to Live on the Land page 4 Bryce on Track page 4 Vicki Keith: Queen of the Lakes page 4 The Flight of the Little Swallow page 6 Moon Cruiser page 2</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 4, 6, 7 Big Bad Bertha page 4 I Live in the North page 2 Three Easy Steps to Getting a Dog pages 2 -4, 7 Summer Camping In Nova Scotia pages 5, 7 Pirate Lee pages 2, 3 Magnetic Racetrack pages 4, 6 Icebergs! pages 2 – 6</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 2, 4 Sporty Facts page 8 Saskatchewan’s Super Skiers page 26 The Science of Sport pages 30, 31 Have Your Say page 38</p>

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Features (Oral Language) It is expected that students will:	
(continued) A11 use the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> - text structure - sentence lengths and types - transitions - syntax (i.e., grammar and usage) - enunciation - receptive listening posture 	<u>Poetry Shared Reading:</u> There’s No One As Slow as Slomona page 12 The Eel pages 20, 21 What I Found page 25 My Cat/dog pages 37, 38 Sidewalk Singer page 42 A Corner of Bread page 62 <u>Read Aloud:</u> Bats! Strange and Wonderful pages 3, 4 Fire on the Mountain page 9 The Good Dog pages 13, 15 - 17 Perfect Man pages 26, 27 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals pages 29, 30 Plantzilla pages 33, 34 Salmon Creek page 38
A12 recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> - word families - root words - sound devices, such as rhyme, repetition, and alliteration - structural sequencing cues - idiomatic expressions 	<u>Reading Guide:</u> page 21, 22, 31 <u>Writing Guide:</u> page 136 <u>Working with Words Guide:</u> pages 19, 52 – 81, 111, 118 <u>Shared Reading:</u> Thank You, Mr. T! pages 6 – 8 Big Bad Bertha pages 3, 8 I Live in the North page 4 Three Easy Steps to Getting a Dog pages 6 – 8 Summer Camping in Nova Scotia pages 6 – 8 Pirate Lee pages 4, 7 Icebergs! pages 6, 7 <u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Sporty Facts pages 8, 9 I’m Running page 13 Lacrosse: The Sport of a Nation page 18 How to Throw a Frisbee pages 21, 22 Saskatchewan’s Super Skiers page 27

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Features (Oral Language)	
It is expected that students will:	
(continued) A12 recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> - word families - root words - sound devices, such as rhyme, repetition, and alliteration - structural sequencing cues - idiomatic expressions 	<u>Poetry Shared Reading:</u> There’s No One As Slow as Slomona page 13 My Talented Friend page 17 The Eel page 22 Accidentally pages 33, 34 Think of Tree page 56

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
<p>Reading and Viewing Purposes (Reading and Viewing) It is expected that students will:</p>	
<p>B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as</p> <ul style="list-style-type: none"> - stories from various Aboriginal and other cultures - stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) - series and chapter books - picture books - poems 	<p><u>Reading Guide:</u> 27, 28, 48, 54, 74, 130, 149, 150, 169, 177</p> <p><u>Guided Reading:</u> A Fine Day on the Lake pages 2, 3 The False Alarm pages 3, 5 Dr. Bufflehead Explores Dirt pages 2, 3 Hare and Turtle: Two Pourquoi Tales pages 2 - 4 The New Calf pages 3, 5, 6 Swimming Lessons pages 2, 4, 6 The Gran Plan pages 3 - 5 Lost in the Museum pages 3, 5 Jason’s Lucky Day pages 2, 3, 5, 6 The Legend of the Dreamcatcher pages 2, 3 Quiet Tessa pages 2 – 4, 6 A Fish Learns to Live on the Land pages 3, 5 Bryce on Track pages 3, 4, 6 Isabella, Princess of the Pens pages 3, 5 Steven Writes a Story pages 2 - 5 Song Lei in a New Land pages 3, 5, 6 The Flight of the Little Swallow pages 2 – 4, 6 - 8</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 3- 6 I Live in the North pages 2, 4 Three Easy Steps to Getting a Dog pages 2, 4, 6, 7 Pirate Lee pages 2, 4 – 6, 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 3 I’m Running page 12 The Hoop & Me page 34</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Reading and Viewing) It is expected that students will:	
(continued) B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as <ul style="list-style-type: none"> - stories from various Aboriginal and other cultures - stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) - series and chapter books - picture books - poems 	<u>Poetry Shared Reading:</u> Haiku page 4 Fred page 8 There’s No One As Slow as Slomona page 12 My Talented Friend page 16 The Eel page 20 What I Found page 24 Sky Net page 28 Accidentally page 32 My Cat/dog page 37 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree page 54 dreaming/Night Game page 58 A Corner of Bread page 62 When I Read page 66 <u>Read Aloud:</u> Fire on the Mountain page 7 The Good Dog pages 12, 13 The Perfect Man pages 25, 26 Plantzilla pages 33, 34 Solomon’s Tree pages 41, 42

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Reading and Viewing) It is expected that students will:	
B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as <ul style="list-style-type: none"> - non-fiction books - textbooks and other instructional material - materials that contain simple diagrams, charts, or maps - reports and articles from children’s magazines - reference materials - web sites designed for children - instructions and procedures 	<p><u>Reading Guide:</u> 27, 28, 48, 54, 74, 149, 150, 169, 177</p> <p><u>Guided Reading:</u> Make a Frog! page 2 East Coast Boats: The Busy Halifax Harbour pages 3, 5 Make Electrostatic Slime page s 2, 3 Bicycle Owner’s Manual pages 3 – 5 The Common Loon page 2 Creature Cleaning pages 3, 5 Felicity Discovers Electricity pages 3, 5 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 2 Building a Skyscraper pages 3, 5 Caring for a Pet Dragon pages 3, 5 Hungry Plants pages 3, 5 Look Inside: Airplane pages 3 – 5 Nipissing and Nipigon: Baby Beavers Grow Up pages 3, 4, 6 How a Carousel Came to North Bay pages 2 – 4 How Do Fish Swim? pages 3, 6 Louis Cyr: Champion of Strongmen pages 2, 4, 6 The Mammoth Cheese: A True Story pages 3 - 5 Avalanche! pages 3, 5 Digging for Dinosaurs! page 2 Vicki Keith: Queen of the Lakes pages 3, 5 African Elephants: Built BIG pages 3, 5 Into the Bears’ Den pages 3, 5 Design Your Own Car pages 3, 5 Diver: The Leatherback Sea Turtle pages 3, 5, 6 Moon Cruiser pages 3, 5, 6 What Makes a Planet a Planet? pages 3, 5, 6</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 4, 7 Summer Camping in Nova Scotia pages 3 - 7 Magnetic Racetrack pages 2 – 4, 6, 7 Icebergs! pages 3 - 7</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Reading and Viewing) It is expected that students will:	
(continued) B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as <ul style="list-style-type: none"> - non-fiction books - textbooks and other instructional material - materials that contain simple diagrams, charts, or maps - reports and articles from children’s magazines - reference materials - web sites designed for children - instructions and procedures 	<u>Magazine Shared Reading:</u> Be a Sport! Introduction page 3 Sporty Facts page 8 Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee page 21 Saskatchewan’s Super Skiers pages 25, 26 The Science of Sport page 30 Have Your Say page 38 <u>Read Aloud:</u> Bats! Strange and Wonderful page 3 The Librarian of Basra: A True Story from Iraq page 21 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals pages 29, 30 Salmon Creek pages 37, 38 Terry Fox: A Story of Hope pages 45, 46

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Reading and Viewing) It is expected that students will:	
B3 read and re-read just-right texts independently for 20 minutes daily for enjoyment daily and to increase fluency and comprehension	<p><u>Reading Guide:</u> 120 – 136, 138 – 142, 145 - 153</p> <p><u>Guided Reading:</u> Make a Frog! page 2 East Coast Boats: The Busy Halifax Harbour pages 3, 5 Make Electrostatic Slime page s 2, 3 Bicycle Owner’s Manual pages 3 – 5 The Common Loon page 2 Creature Cleaning pages 3, 5 Felicity Discovers Electricity pages 3, 5 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 2 Building a Skyscraper pages 3, 5 Caring for a Pet Dragon pages 3, 5 Hungry Plants pages 3, 5 Look Inside: Airplane pages 3 – 5 Nipissing and Nipigon: Baby Beavers Grow Up pages 3, 4, 6 How a Carousel Came to North Bay pages 2 – 4 How Do Fish Swim? pages 3, 6 Louis Cyr: Champion of Strongmen pages 2, 4, 6 The Mammoth Cheese: A True Story pages 3 - 5 Avalanche! pages 3, 5 Digging for Dinosaurs! page 2 Vicki Keith: Queen of the Lakes pages 3, 5 African Elephants: Built BIG pages 3, 5 Into the Bears’ Den pages 3, 5 Design Your Own Car pages 3, 5 Diver: The Leatherback Sea Turtle pages 3, 5, 6 Moon Cruiser pages 3, 5, 6 What Makes a Planet a Planet? pages 3, 5, 6</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 4, 7 Summer Camping in Nova Scotia pages 3 - 7 Magnetic Racetrack pages 2 – 4, 6, 7 Icebergs! pages 3 – 7</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Reading and Viewing) It is expected that students will:	
(continued) B3 read and re-read just-right texts independently for 20 minutes daily for enjoyment daily and to increase fluency and comprehension	<p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 3 Sporty Facts page 8 Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee page 21 Saskatchewan’s Super Skiers pages 25, 26 The Science of Sport page 30 Have Your Say page 38</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 3 The Librarian of Basra: A True Story from Iraq page 21 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals pages 29, 30 Salmon Creek pages 37, 38 Terry Fox: A Story of Hope pages 45, 46</p>
B4 view and demonstrate comprehension of visual texts (e.g., cartoon, illustrations, diagrams, posters)	<p><u>Reading Guide:</u> 27, 45, 48, 54, 74, 149, 150</p> <p><u>Guided Reading:</u> East Coast Boats: The Busy Halifax Harbour pages 2, 5 Hare and Turtle: Two Pourquoi Tales page 2 Bicycle Owner’s Manual page 5 Felicity Discovers Electricity page 2 Hungry Plants pages 2, 4 Look Inside: Airplane pages 2, 4 How Do Fish Swim page 2 Jason’s Lucky Day page 2 The Legend of the Dreamcatcher page 2 The Mammoth Cheese: A True Story page 2 Quiet Tessa page 2 Avalanche! page 4 Bryce on Track page 2 Vicki Keith: Queen of the Lakes pages 2, 3 African Elephants: Built BIG pages 2, 4 Song Lei in a New Land page 3 What Makes a Planet a Planet? page 2</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Reading and Viewing) It is expected that students will:	
(continued) B4 view and demonstrate comprehension of visual texts (e.g., cartoon, illustrations, diagrams, posters)	<u>Shared Reading:</u> Thank You, Mr. T! page 7 Three Easy Steps to Getting a Dog pages 2, 4, 7 Pirate Lee page 6 Icebergs! pages 3, 4 <u>Magazine Shared Reading:</u> Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee page 21 Saskatchewan’s Super Skiers page 25 <u>Read Aloud:</u> Bats! Strange and Wonderful page 3 Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals page 29 Salmon Creek page 37 Terry Fox: A Story of Hope page 47
B5 use a variety of strategies before reading and viewing, including - accessing prior knowledge to make connections - setting a purpose - making predictions - asking questions - previewing texts	<u>Reading Guide:</u> 29, 30, 32, 54, 73, 74, 78, 95, 96, 100, 103, 123 <u>Guided Reading:</u> A Fine Day on the Lake page 2 The False Alarm pages 2, 4 Make a Frog! pages 2, 3, 5 Dr. Bufflehead Explores Dirt page 2 East Coast Boats: The Busy Halifax Harbour pages 2 - 4 Hare and Turtle: Two Pourquoi Tales page 2 The New Calf pages 2, 4, 5 Bicycle Owner’s Manual pages 2, 4 The Common Loon page 2 Creature Cleaning pages 2, 4 Felicity Discovers Electricity page Help a Wild Animal in Need page 2 See the Sea Few Ever See! page 2 Swimming Lessons pages 2, 4, 5, 7 Building a Skyscraper pages 2, 4 Caring for a Pet Dragon pages 2, 4, 5 The Gran Plan pages 2, 4, 5 Hungry Plants pages 2, 4

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

	Look Inside: Airplane pages 2, 4
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Reading and Viewing)	
It is expected that students will:	
(continued) B5 use a variety of strategies before reading and viewing, including - accessing prior knowledge to make connections - setting a purpose - making predictions - asking questions - previewing texts	<p>Lost in the Museum pages 2, 4, 5 Nipissing and Nipigon: Baby Beavers Grow Up pages 2, 4 6 How a Carousel Came to North Bay pages 2, 4 How Do Fish Swim? pages 2, 3, 5 Jason’s Lucky Day pages 2, 4, 6 The Legend of the Dreamcatcher page 2 Louis Cyr: Champion of Strongmen pages 2, 4, 5, 6 The Mammoth Cheese: A True Story pages 2, 4, 5 Quiet Tessa pages 2, 4, 5 A Fish Learns to Live on the Land pages 2, 4 Avalanche! pages 2, 4 Bryce on Track pages 2, 4 -6 Digging for Dinosaurs! page 2 Isabella, Princess of the Pens pages 2, 4 Steven Writes a Story pages 2, 4 Vicki Keith: Queen of the Lakes pages 2, 4, 5 African Elephants: Built BIG pages 2, 4 Into the Bears’ Den pages 2, 4, 5 Song Lei in a New Land pages 2, 4 - 6 The Flight of the Little Swallow pages 2, 4, 5, 7 Design Your Won Car pages 2, 4 Diver: The Leatherback Sea Turtle pages 2 – 4, 6 Moon Cruiser pages 2, 4, 6 What Makes a Planet a Planet? pages 2, 4, 6</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 4 – 6 Big Bad Bertha pages 2, 4, 6 I Live in the North page 2 Three Easy Steps to Getting a Dog pages 2 – 4, 6 Summer Camping in Nova Scotia pages 2, 4, 5 Magnetic Racetrack pages 2, 4, 6 Pirate Lee pages 2, 3, 5 Icebergs! pages 2, 3, 5</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Reading and Viewing) It is expected that students will:	
(continued) B5 use a variety of strategies before reading and viewing, including - accessing prior knowledge to make connections - setting a purpose - making predictions - asking questions - previewing texts	<u>Magazine Shared Reading:</u> Be a Sport! Introduction page 3 Sporty Facts page 8 I'm Running page 12 Lacrosse: The Sport of a Nation page 16 How to Throw a Frisbee page 21 Saskatchewan's Super Skiers page 25 The Science of Sport page 30 The Hoop & Me page 34 Have Your Say page 38 <u>Poetry Shared Reading:</u> Haiku page 4 Fred page 8 There's No One As Slow as Slomona page 12 My Talented Friend page 16 The Eel page 20 What I Found page 24 Sky Net page 28 Accidentally page 32 My Cat/dog page 37 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree page 54 dreaming/Night Game page 58 A Corner of Bread page 62 When I Read page 66 <u>Read Aloud:</u> Bats! Strange and Wonderful page 3 Fire on the Mountain page 7 The Good Dog pages 12, 13 The Librarian of Basra: A True Story from Iraq page 21 Perfect Man page 25 Pigs Aren't Dirty, Bears Aren't Slow page 29 Plantzilla page 33 Salmon Creek page 37 Solomon's Tree page 41

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

	Terry Fox: A Story of Hope page 45
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Reading and Viewing)	
It is expected that students will:	
B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> - predicting - making connections - visualizing - asking and answering questions - using ‘text features’ - self-monitoring and self-correcting - figuring out unknown words - reading selectively - summarizing 	<p><u>Reading Guide:</u> 30, 32, 54, 55, 74, 75, 78, 95, 96, 101, 104, 105, 123, 124</p> <p><u>Writing Guide:</u> 8, 28, 41, 55, 80, 96, 107, 123, 138, 214</p> <p><u>Working with Words Guide:</u> pages 10 – 14, 21</p> <p><u>Guided Reading:</u> A Fine Day on the Lake pages 2, 3 The False Alarm pages 3, 5 Make a Frog! pages 4, 6 Dr. Bufflehead Explores Dirt pages 2, 3 East Coast Boats: The Busy Halifax Harbour pages 2 - 4 Hare and Turtle: Two Pourquoi Tales pages 2, 3 Make Electrostatic Slime pages 2, 3 The New Calf pages 3, 5, 6 Bicycle Owner’s Manual pages 3 - 5 The Common Loon pages 2, 3 Creature Cleaning pages 2, 3, 5 Felicity Discovers Electricity pages 3, 5 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 2 Swimming Lessons pages 2, 4, 6 Building a Skyscraper pages 3, 5 Caring for a Pet Dragon pages 3, 5 The Gran Plan pages 3 - 5 Hungry Plants pages 2, 3, 5 Look Inside: Airplane pages 3 - 5 Lost in the Museum pages 3, 5, 7 Nipissing and Nipigon: Baby Beavers Grow Up pages 3 – 6 How a Carousel Came to North Bay pages 2 – 4 How Do Fish Swim? pages 3, 6 Jason’s Lucky Day pages 2, 3, 5, 6 The Legend of the Dreamcatcher pages 2, 3 Louis Cyr: Champion of Strongmen pages 2, 4 - 6 The Mammoth Cheese: A True Story pages 3, 4, 6</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

	Quiet Tessa pages 2 – 4, 6 A Fish Learns to Live on the Land pages 3, 5
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
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Strategies (Reading and Viewing)
It is expected that students will:

<p>(continued)</p> <p>B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> - predicting - making connections - visualizing - asking and answering questions - using ‘text features’ - self-monitoring and self-correcting - figuring out unknown words - reading selectively - summarizing 	<p>Avalanche! pages 2, 3, 5</p> <p>Bryce on Track pages 3, 4, 6</p> <p>Digging for Dinosaurs! page 2</p> <p>Isabella, Princess of the Pens pages 3, 5</p> <p>Steven Writes a Story pages 2 – 5</p> <p>Vicki Keith: Queen of the Lakes pages 3 - 5</p> <p>African Elephants: Built BIG pages 3 - 5</p> <p>Into the Bears’ Den pages 3 -5</p> <p>Song Lei in a New Land pages 3, 5, 6</p> <p>The Flight of the Little Swallow pages 2 – 4, 6 - 8</p> <p>Design Your Own Car pages 3, 5</p> <p>Diver: The Leatherback Sea Turtle pages 3 - 7</p> <p>Moon Cruiser pages 2, 3, 5, 6</p> <p>What Makes a Planet a Planet? pages 3, 5, 6</p> <p><u>Shared Reading:</u></p> <p>Thank You, Mr. T! pages 2, 4 - 6</p> <p>Big Bad Bertha pages 3 - 6</p> <p>I Live in the North page 2</p> <p>Three Easy Steps to Getting a Dog pages 2 – 4, 6</p> <p>Summer Camping in Nova Scotia pages 3 - 6</p> <p>Magnetic Racetrack pages 2, 4, 6</p> <p>Pirate Lee pages 2, 4, 5</p> <p>Icebergs! pages 3 - 5</p> <p><u>Magazine Shared Reading:</u></p> <p>Be a Sport! Introduction pages 3, 4</p> <p>Sporty Facts page 8</p> <p>I’m Running page 12</p> <p>Lacrosse: The Sport of a Nation pages 16, 17</p> <p>How to Throw a Frisbee page 21</p> <p>Saskatchewan’s Super Skiers pages 25, 26</p> <p>The Science of Sport page 30</p> <p>The Hoop & Me page 34</p> <p>Have Your Say page 38</p> <p><u>Poetry Shared Reading:</u></p>
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**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

	Haiku page 4 Fred page 8 There's No One As Slow as Slomona page 12 My Talented Friend page 16
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Reading and Viewing)	
It is expected that students will:	
(continued) B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including	The Eel page 20 What I Found page 24 Sky Net page 28 Accidentally page 32 My Cat/dog page 37 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree page 54 dreaming/Night Game page 58 A Corner of Bread page 62 When I Read page 66
<ul style="list-style-type: none"> - predicting - making connections - visualizing - asking and answering questions - using 'text features' - self-monitoring and self-correcting - figuring out unknown words - reading selectively - summarizing 	<u>Read Aloud:</u> Bats! Strange and Wonderful pages 3, 4 Fire on the Mountain pages 7, 8 The Good Dog pages 12, 13 The Librarian of Basra: A True Story from Iraq pages 21, 22 Perfect Man pages 25, 26 Pigs Aren't Dirty, Bears Aren't Slow pages 29, 30 Plantzilla pages 33, 34 Salmon Creek pages 37, 38 Solomon's Tree pages 41, 42 Terry Fox: A Story of Hope pages 45, 46

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Reading and Viewing) It is expected that students will:	
<p>B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - generating a response - visualizing - retelling and summarizing - using ‘text features’ to locate information - using graphic organizers to record information 	<p><u>Reading Guide:</u> 30, 33, 55, 60, 75, 76, 78, 95, 96, 101, 108, 109, 124</p> <p><u>Guided Reading:</u></p> <p>A Fine Day on the Lake page 3 The False Alarm pages 3, 5 Make a Frog! pages 4, 6 Dr. Bufflehead Explores Dirt page 3 Hare and Turtle: Two Pourquoi Tales pages 3, 5 Make Electrostatic Slime page 3 The New Calf pages 3, 5, 6 Bicycle Owner’s Manual pages 3, 5 The Common Loon page 3 Creature Cleaning pages 3, 5, 6 Felicity Discovers Electricity pages 3, 5 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Swimming Lessons pages 3 – 7 Building a Skyscraper pages 3, 5, 6 Caring for a Pet Dragon pages 3, 5 The Gran Plan pages 3, 5, 6 Hungry Plants pages 3, 5, 6 Look Inside: Airplane pages 3, 5 Lost in the Museum pages 3 – 6 Nipissing and Nipigon: Baby Beavers Grow Up pages 3, 5, 6 How a Carousel Came to North Bay pages 3, 5 How Do Fish Swim” pages 4, 6 Jason’s Lucky Day pages 3, 5, 7 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen pages 3, 5 - 7 The Mammoth Cheese: A True Story pages 3 – 5, 6 Quiet Tessa pages 3 – 5, 6 A Fish Learns to Live on the Land pages 3, 5 Avalanche! pages 3, 5 Bryce on Track pages 3, 5, 6 Digging for Dinosaurs! pages 2, 3 Isabella, Princess of the Pens pages 3, 5, 6 Steven Writes a Story pages 3, 5</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

	Vicki Keith: Queen of the Lakes pages 3 - 6
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Reading and Viewing)	
It is expected that students will:	
(continued) B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including - self-monitoring and self-correcting - generating and responding to questions - generating a response - visualizing - retelling and summarizing - using ‘text features’ to locate information - using graphic organizers to record information	<p>African Elephants: Built BIG pages 3, 5, 6 Into the Bears’ Den pages 3 -6 Song Lei in a New Land pages 3, 5, 6, 8 The Flight of the Little Swallow pages 3, 5, 6, 8 Design Your Own Car pages 3, 5, 6 Diver: The Leatherback Sea Turtle pages 4 - 7 Moon Cruiser pages 3, 5, 7 What Makes a Planet a Planet? pages 3, 5 - 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 3, 4, 6 Big Bad Bertha pages 3, 5, 6 I Live in the North pages 2, 3 Three Easy Steps to Getting a Dog pages 3 - 6 Summer Camping in Nova Scotia pages 3, 5, 6 Magnetic Racetrack pages 3, 5, 6 Pirate Lee pages 3, 4, 6 Icebergs! pages 3 - 6</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 4 Sporty Facts pages 8, 9 I’m Running page 12 Lacrosse: The Sport of a Nation page 17 How to Throw a Frisbee pages 21, 22 Saskatchewan’s Super Skiers page 26 The Science of Sport page 31 The Hoop & Me page 34 Have Your Say page 39</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 Fred pages 8, 9 There’s No One As Slow as Slomona page 12 My Talented Friend page 16 The Eel pages 20, 21 What I Found page 24 Sky Net pages 28, 29</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

	Accidentally page 33 My Cat/dog page 38 Sidewalk Singer page 42
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Reading and Viewing) It is expected that students will:	
(continued) B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - generating a response - visualizing - retelling and summarizing - using ‘text features’ to locate information - using graphic organizers to record information 	The Great Frog Race page 46 Ice Cycle pages 50, 51 Think of Tree pages 54, 55 dreaming/Night Game page 59 A Corner of Bread pages 62, 63 When I Read page 66 <u>Read Aloud:</u> Bats! Strange and Wonderful page 4 Fire on the Mountain page 9 The Good Dog pages 13, 14 The Librarian of Basra: A True Story from Iraq page 22 Perfect Man page 26 Pigs Aren’t Dirty, Bears Aren’t Slow page 30 Plantzilla page 34 Salmon Creek page 38 Solomon’s Tree page 42 Terry Fox: A Story of Hope page 46

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Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking (Reading and Viewing) It is expected that students will:	
<p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> - expressing an opinion with some supporting evidence - making text-to-self, text-to-text, and text-to-world connections - giving reasons for choosing to read or view particular texts 	<p><u>Reading Guide:</u> 30, 33, 55, 60, 78, 95, 96, 101, 108, 109, 124</p> <p><u>Guided Reading:</u></p> <p>A Fine Day on the Lake page 3 The False Alarm page 3 Dr. Bufflehead Explores Dirt page 3 East Coast Boats: The Busy Halifax Harbour page 6 Hare and Turtle: Two Pourquoi Tales pages 3, 5 Make Electrostatic Slime page 5 The New Calf pages 3, 5, 6 Bicycle Owner’s Manual pages 3, 5 Creature Cleaning pages 3, 5, 6 Felicity Discovers Electricity page 5 See the Sea Few Ever See! page 3 Swimming Lessons pages 3, 5 -7 Building a Skyscraper pages 3, 5 Caring for a Pet Dragon pages 3, 5 The Gran Plan pages 3, 5, 6 Hungry Plants page 5 Look Inside: Airplane pages 3, 5 Lost in the Museum pages 4, 5 Nipissing and Nipigon: Baby Beavers Grow Up pages 3, 5, 6 How a Carousel Came to North Bay pages 3, 5 How Do Fish Swim” pages 4, 6 Jason’s Lucky Day pages 3, 5 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen pages 3, 5 - 7 The Mammoth Cheese: A True Story page 6 Quiet Tessa pages 3 – 5, 6 A Fish Learns to Live on the Land pages 3, 5 Avalanche! pages 3, 5 Bryce on Track pages 3, 5, 6 Digging for Dinosaurs! page 3 Isabella, Princess of the Pens pages 3, 5, 6 Steven Writes a Story pages 3, 5 Vicki Keith: Queen of the Lakes page 5 African Elephants: Built BIG pages 3, 5</p>

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Grade 3**

	Into the Bears' Den pages 4, 6
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking (Reading and Viewing)	
It is expected that students will:	
(continued) B8 respond to selections they read or view, by - expressing an opinion with some supporting evidence - making text-to-self, text-to-text, and text-to-world connections - giving reasons for choosing to read or view particular texts	<p>Song Lei in a New Land pages 3, 5, 6, 8 The Flight of the Little Swallow pages 5, 6, 8 Design Your Own Car pages 3, 5, 6 Diver: The Leatherback Sea Turtle pages 4 - 7 Moon Cruiser pages 3, 5, 7 What Makes a Planet a Planet? pages 3, 5 - 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 4, 6 Big Bad Bertha pages 3, 5, 6 I Live in the North page 3 Three Easy Steps to Getting a Dog pages 4, 6 Summer Camping in Nova Scotia pages 3, 5 Magnetic Racetrack page 6 Pirate Lee pages 3, 4, 6 Icebergs! page 6</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 4 Sporty Facts page 8 I'm Running page 12 Lacrosse: The Sport of a Nation page 17 Saskatchewan's Super Skiers page 26 The Hoop & Me page 34 Have Your Say page 39</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 Fred page 9 My Talented Friend page 16 The Eel page 20 What I Found page 24 Sky Net pages 28, 29 Accidentally page 33 My Cat/dog page 38 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50</p>

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

	Think of Tree page 54 dreaming/Night Game page 59 A Corner of Bread pages 62, 63
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking (Reading and Viewing) It is expected that students will:	
(continued) B8 respond to selections they read or view, by - expressing an opinion with some supporting evidence - making text-to-self, text-to-text, and text-to-world connections - giving reasons for choosing to read or view particular texts	When I Read page 66 <u>Read Aloud:</u> Fire on the Mountain page 9 The Good Dog page 13 The Librarian of Basra: A True Story from Iraq page 22 Perfect Man page 26 Plantzilla page 34 Salmon Creek page 38 Solomon’s Tree page 42 Terry Fox: A Story of Hope page 46
B9 read and view to extend thinking, by - predicting -developing connections and explanations - distinguishing between fact and fiction - drawing conclusions	<u>Reading Guide</u> pages 28, 30, 50, 54, 55, 62, 73 <u>Guided Reading:</u> The False Alarm page 2 Make a Frog! page 2 East Coast Boats: The Busy Halifax Harbour pages 2, 4 Hare and Turtle: Two Pourquoi Tales page 2 Make Electrostatic Slime page 2 The New Calf page 2 Bicycle Owner’s Manual page 2 Creature Cleaning pages 2, 6 Felicity Discovers Electricity page 2 Help a Wild Animal in Need page 3 See the Sea Few Ever See! pages 2, 3 Swimming Lessons pages 2, 7, 8 Building a Skyscraper pages 2 – 4 Caring for a Pet Dragon pages 2, 4 The Gran Plan pages 2, 6 Hungry Plan pages 2, 4 Look Inside: Airplane page 2 Lost in the Museum pages 2, 4, 5 How a Carousel Came to North Bay page 2 How Do Fish Swim? page 2

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Grade 3**

	<p>Jason’s Lucky Day pages 2, 4, 7 The Legend of the Dreamcatcher pages 2, 3 Louis Cyr: Champion of Strongmen pages 2, 4 The Mammoth Cheese: A True Story pages 2, 6 Quiet Tessa page 2</p>
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking (Reading and Viewing)	
It is expected that students will:	
<p>(continued) B9 read and view to extend thinking, by - predicting -developing connections and explanations - distinguishing between fact and fiction - drawing conclusions</p>	<p>A Fish Learns to Live on the Land page 2 Avalanche! page 2 Bryce on Track pages 2, 7 Digging for Dinosaurs! pages 2, 3 Isabella, Princess of the Pens page 2 Steven Writes a Story pages 2, 4, 5 Vicki Keith: Queen of the Lakes pages 2, 4, 6, 7 African Elephants: Built BIG pages 2, 6 Into the Bears’ Den pages 2, 4 Song Lei in a New Land pages 2, 4, 6, 8 The Flight of the Little Swallow pages 2, 5, 6, 8 Design Your Own Car pages 2 – 4, 6 Driver: The Leatherback Sea Turtle page 2 Moon Cruiser pages 2, 4</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 5 Big Bad Bertha pages 2, 5, 6 I Live in the North page 2 Three Easy Steps to Getting a Dog page 2 Summer Camping in Nova Scotia pages 2- 4, 7 Magnetic Racetrack page 2 Pirate Lee pages 2, 3, 6 Icebergs! page s 2, 4, 6</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3 – 5 Sporty Facts pages 8, 9 I’m Running pages 12, 13 Lacrosse: The Sport of a Nation pages 16, 17 How to Throw a Frisbee page 21 Saskatchewan’s Super Skiers pages 25, 27 The Science of Sport page 30 The Hoop & Me pages 34, 35</p>

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Grade 3**

	<p>Have Your Say pages 38, 39</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 Fred page 8 There's No One As Slow as Slomona page 12 The Eel page 20</p>
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
<p>Thinking (Reading and Viewing) It is expected that students will:</p>	
<p>(continued) B9 read and view to extend thinking, by</p> <ul style="list-style-type: none"> - predicting -developing connections and explanations - distinguishing between fact and fiction - drawing conclusions 	<p>What I Found page 24 Sky Net pages 28, 29 Accidentally page 33 My cat/dog page 37 Sidewalk Singer page 42 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree page 54 dreaming/Night Game page 58 A Corner of Bread page 62 When I Read pages 66, 67</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful pages 3, 4 Fire on the Mountain page 7 The Good Dog pages 14, 16, 19 The Librarian of Basra: A True Story from Iraq pages 21 – 23 Perfect Man page 25 Pigs Aren't Dirty, Bears Aren't Slow, and Other Truths About Misunderstood Animals pages 29, 30 Plantzilla pages 33, 34 Solomon's Tree page 41 Terry Fox: A Story of Hope page 45</p>

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Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking (Reading and Viewing) It is expected that students will:	
<p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<p><u>Reading Guide:</u> pages 15, 19, 27 – 29</p> <p><u>Working with Words Guide:</u> pages 145 - 150</p> <p><u>Guided Reading:</u></p> <p>The False Alarm page 5 Make a Frog! page 4 East Coast Boats: The Busy Halifax Harbour pages 3, 5 Hare and Turtle: Two Pourquoi Tales pages 2, 3, 5 Bicycle Owner’s Manual page 3 The Common Loon page 3 Creature Cleaning pages 3, 6 Felicity Discovers Electricity page 3 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Swimming Lesson pages 2, 6 Building a Skyscraper page 4 Caring for a Pet Dragon page 3 Look Inside: Airplane pages 2, 3, 5 Lost in the Museum pages 4, 6 How a Carousel Came to North Bay pages 3 – 5 How Do Fish Swim? page 3 Jason’s Lucky Day page 3 Louis Cyr: Champion of Strongmen page 3 Quiet Tessa pages 2, 5 Bryce On Track page 2 Digging for Dinosaurs! page 3 Vicki Keith: Queen of the Lakes page 4 African Elephants: Built BIG page 2 Into the Bears’ Den page 4 Song Lei in a New Land page 3 Design Your Own Car page 3</p> <p><u>Shared Reading:</u></p> <p>Big Bad Bertha pages 2, 3 Three Easy Steps to Getting a Dog page 5</p>

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Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Features (Reading and Viewing) It is expected that students will:	
B11 recognize and derive meaning from the structures and features of texts, including - form, function, and genre of text (e.g., brochure and smoking to inform students; genre is persuasive) - literary elements (e.g., plot, conflict, theme, character, setting) - literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration) - ‘text features’ (e.g., headings, diagrams, columns, sidebars)	<u>Reading Guide:</u> 27, 28, 48, 54, 74, 149, 150, 169, 177 <u>Guided Reading:</u> A Fine Day on the Lake page 2 Make a Frog! page 2 East Coast Boats: The Busy Halifax Harbour pages 2, 5 Hare and Turtle: Two Pourquoi Tales pages 2, 5, 7 The New Calf page 2 Bicycle Owner’s Manual pages 2, 5 Felicity Discovers Electricity page 2 Help a Wild Animal in Need page 2 See the Sea Few Ever See! page 2 Caring for a Pet Dragon pages 2, 4, 5 The Gran Plan page 7 Hungry Plants pages 2, 4 Look Inside: Airplane pages 2, 4 How Do Fish Swim? page 2 Jason’s Lucky Day page 2 The Legend of the Dreamcatcher pages 2, 3 Louis Cyr: Champion of Strongmen page 2 The Mammoth Cheese: A True Story page 2 Quiet Tessa pages 2, 7 A Fish Learns to Live on the Land pages 2, 6 Avalanche! pages 2, 4 Bryce on Track pages 2, 7 Digging for Dinosaurs! page 2 Isabella, Princess of the Pens pages 2, 6 Steven Writes a Story page 2 Vicki Keith: Queen of the Lakes pages 2, 3 African Elephants: Built BIG pages 2, 4 Into the Bears’ Den page 3 Song Lei in a New Land page 3 Moon Cruiser page 2 What Makes a Planet a Planet? pages 2, 4

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Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking (Reading and Viewing) It is expected that students will:	
<p>(continued)</p> <p>B11 recognize and derive meaning from the structures and features of texts, including</p> <ul style="list-style-type: none"> - form, function, and genre of text (e.g., brochure and smoking to inform students; genre is persuasive) - literary elements (e.g., plot, conflict, theme, character, setting) - literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration) - ‘text features’ (e.g., headings, diagrams, columns, sidebars) 	<p><u>Shared Reading:</u></p> <p>Thank You, Mr. T! pages 2, 4, 7</p> <p>Big Bad Bertha page 2</p> <p>Three Easy Steps to Getting a Dog pages 2, 4, 7</p> <p>Summer Camping in Nova Scotia pages 2, 6</p> <p>Pirate Lee pages 2, 6</p> <p>Icebergs! pages 2 - 4</p> <p><u>Magazine Shared Reading:</u></p> <p>Be a Sport! Introduction page 2</p> <p>Sporty Facts page 9</p> <p>Lacrosse: The Sport of a Nation pages 16, 17</p> <p>How to Throw a Frisbee pages 21, 22</p> <p>Saskatchewan’s Super Skiers page 25</p> <p>The Science of Sport page 31</p> <p>The Hoop & Me page 34</p> <p>Have Your Say page 38</p> <p><u>Poetry Shared Reading:</u></p> <p>Haiku page 5</p> <p>There’s No One As Slow as Slomona pages 12, 13</p> <p>Sky Net page 29</p> <p>My Cat/dog page 39</p> <p>The Great Frog Race page 47</p> <p>Think of Tree page 55</p> <p>dreaming/Night Game page 59</p> <p>A Corner of Bread page 63</p> <p>When I Read page 67</p> <p><u>Read Aloud:</u></p> <p>Bats! Strange and Wonderful page 3</p> <p>Fire on the Mountain page 7</p> <p>The Librarian of Basra: A True Story from Iraq page 21</p> <p>Pigs Aren’t Dirty, Bears Aren’t Slow, and Other Truths About Misunderstood Animals page 29</p> <p>Salmon Creek page 37</p> <p>Terry Fox: A Story of Hope page 47</p>

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Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
<p>Writing and Representing Purposes (Writing and Representing) It is expected that students will:</p>	
<p>C1 create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> - ideas supported by related details - sentence fluency using a variety of sentence lengths and patterns - experimentation with word choice by using new and different words - an emerging voice demonstrating a developing writing style - an organization that is meaningful and logical 	<p><u>Writing Guide:</u> pages 15, 16, 25, 34, 41, 161 - 163</p> <p><u>Guided Reading:</u> The False Alarm page 6 Make a Frog! page 7 East Coast Boats: The Busy Halifax Harbour page 7 Hare and Turtle: Two Pourquoi Tales page 6 Bicycle Owner’s Manual page 6 Creature Cleaning page 6 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Look Inside: Airplane page 6 Jason’s Lucky Day page 7 Louis Cyr: Champion of Strongmen page 7 The Mammoth Cheese: A True Story page 7 Avalanche! page 6 Vicki Keith: Queen of the Lakes page 7 Into the Bears’ Den page 6 Song Lei in a New Land page 8 The Flight of the Little Swallow page 8 Diver: The Leatherback Sea Turtle page 7 Moon Cruiser page 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha page 8 I Live in the North page 4 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 7 Magnetic Racetrack page 7 Pirate Lee page 7 Icebergs! page 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Sparty Facts page 9 I’m Running page 13 Lacrosse: The Sport of a Nation page 18</p>

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Grade 3**

	How to Throw a Frisbee page 23
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Writing and Representing)	
It is expected that students will:	
(continued) C1 create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> - ideas supported by related details - sentence fluency using a variety of sentence lengths and patterns - experimentation with word choice by using new and different words - an emerging voice demonstrating a developing writing style - an organization that is meaningful and logical 	Saskatchewan’s Super Skiers pages 27, 28 The Science of Sport page 32 The Hoop and Me page 35 Have Your Say page 40 <u>Poetry Shared Reading:</u> Haiku page 5 Fred page 10 There’s No One As Slow as Slomona page 13 My Talented Friend page 17 The Eel page 22 What I Found page 25 Sky Net page 30 Accidentally page 34 My Cat/dog page 40 Sidewalk Singer page 43 The Great Frog Race page 47 Ice Cycle page 52 Think of Tree page 56 dreaming/Night Game page 60 A Corner of Bread page 64 When I Read page 67
C2 create a variety of clear, easy-to-follow informational writing and representations, featuring <ul style="list-style-type: none"> - ideas that are adequately developed through relevant details and explanations - sentence fluency through a variety of correctly constructed sentences - word choice by using some new and precise words including content-specific vocabulary - a voice that demonstrates interest in and knowledge of the topic - an organization that includes an introduction, and logically connected and sequenced details 	<u>Reading Guide:</u> pages 175, 176 <u>Writing Guide:</u> pages 20, 21, 43 – 73, 87 - 123, 138, 232 -241 <u>Guided Reading:</u> How Do Fish Swim? page 7 <u>Guided Reading:</u> The False Alarm page 6 Make a Frog! page 7 East Coast Boats: They Busy Halifax Harbour page 6 Hare and Turtle: Two Pourquoi Tales pages 6, 8 Bicycle Owner’s Manual page 6 The Common Loon page 3 Creature Cleaning page 6

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Grade 3**

	Help a Wild Animal in Need pages 2, 3 See the Sea Few Ever See! page 3 Building a Skyscraper page 6
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
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Purposes (Writing and Representing)
It is expected that students will:

(continued) C2 create a variety of clear, easy-to-follow informational writing and representations, featuring - ideas that are adequately developed through relevant details and explanations - sentence fluency through a variety of correctly constructed sentences - word choice by using some new and precise words including content-specific vocabulary - a voice that demonstrates interest in and knowledge of the topic - an organization that includes an introduction, and logically connected and sequenced details	Caring for a Dragon page 6 Hungry Plants pages 6, 8 Look Inside: Airplane pages 5, 6 The Gran Plan page 7 Lost in the Museum page 6 Nipissing and Nipigon: Baby Beavers Grow Up page 7 How a Carousel Came to North Bay page 5 Avalanche! page 6 Vicki Keith: Queen of the Lakes page 6 Into the Bears’ Den page 6 African Elephants: Built Big page 6 Design Your Own Car page 6 Moon Cruiser page 7 <u>Shared Reading:</u> I Live in the North page 4 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 7 Icebergs! page 7 <u>Magazine Shared Reading:</u> Sporty Facts page 9 Lacrosse: The Sport of a Nation page 18 How to Throw a Frisbee page 23 The Science of Sport page 32 Have Your Say page 40 <u>Poetry Shared Reading:</u> My Talented Friend page 17 <u>Read Aloud:</u> Bats! Strange and Wonderful page 4 The Good Dog page 19 The Librarian of Basra: A True Story from Iraq page 23 Pigs Aren’t Dirty, Bears Aren’t Slow and Other
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Grade 3**

	<p>Truths About Misunderstood Animals page 30 Plantzilla page 35 Salmon Creek page 39 Terry Fox: A Story of Hope page 47</p>
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Writing and Representing)	
It is expected that students will:	
<p>C3 create a variety of imaginative writing and representations following patterns modelled from literature, featuring</p> <ul style="list-style-type: none"> -ideas developed through interesting sensory detail - sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural - experimentation with word choice by using new, unusual words and varied descriptive and sensory language - an emerging voice demonstrating a developing writing style - an organization that develops logically from an engaging opening through to a satisfying ending 	<p><u>Reading Guide:</u> pages 56, 109 <u>Writing Guide:</u> pages 15, 16, 25, 34, 41, 74 – 83, 128 – 139, 143 - 161 - 163</p> <p><u>Guided Reading:</u> East Coast Boats: The Busy Halifax Harbour page 7 Hare and Turtle: Two Pourquoi Tales page 6 Creature Cleaning page 6 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Swimming Lessons page 8 Caring for a Pet Dragon page 6 The Gran Plan page 7 Look Inside: Airplane page 6 How a Carousel Came to North Bay page 6 How Do Fish Swim? page 7 Jason’s Lucky Day page 7 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen page 7 The Mammoth Cheese: A True Story page 7 Quiet Tessa page 7 A Fish Learns to Live on the Land page 5 Bryce on Track page 7 Isabella, Princess of the Pens pages 6, 7 Steven Writes a Story page 5</p>

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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Purposes (Writing and Representing) It is expected that students will:	
(continued) C3 create a variety of imaginative writing and representations following patterns modelled from literature, featuring -ideas developed through interesting sensory detail - sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural - experimentation with word choice by using new, unusual words and varied descriptive and sensory language - an emerging voice demonstrating a developing writing style - an organization that develops logically from an engaging opening through to a satisfying ending	Vicki Keith: Queen of the Lakes page 6 Into the Bears’ Den page 6 Song Lei in a New Land page 8 The Flight of the Little Swallow page 8 <u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha page 8 Summer Camping in Nova Scotia page 7 Pirate Lee page 7 Icebergs! page 7 <u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 I’m Running page 13 The Hoop and Me page 35 <u>Poetry Shared Reading:</u> Haiku page 5 There’s No One As Slow as Slomona page 13 The Eel page 22 Sky Net page 30 Accidentally page 34 My Cat/dog page 40 Sidewalk Singer page 43 The Great Frog Race page 47 Ice Cycle page 52 Think of Tree page 56 dreaming/Night Game page 60 A Corner of Bread page 64 When I Read page 67 <u>Read Aloud:</u> The Good Dog page 19 The Librarian of Basra: A True Story from Iraq page 23 Pigs Aren’t Dirty, Bears Aren’t Slow and Other Truths About Misunderstood Animals page 30 Plantzilla page 35 Salmon Creek page 39

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Grade 3**

	Terry Fox: A Story of Hope page 47
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Writing and Representing)	
It is expected that students will:	
C4 use a variety of strategies before writing and representing, including -setting a purpose - identifying an audience - participating in developing class-generated criteria - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics	<p><u>Writing Guide:</u> pages 15, 16, 25, 34, 41, 161 - 163</p> <p><u>Guided Reading:</u> The False Alarm page 6 Make a Frog! page 7 East Coast Boats: The Busy Halifax Harbour page 7 Hare and Turtle: Two Pourquoi Tales page 6 Bicycle Owner’s Manual page 6 Creature Cleaning page 6 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Look Inside: Airplane page 6 Jason’s Lucky Day page 7 Louis Cyr: Champion of Strongmen page 7 The Mammoth Cheese: A True Story page 7 Avalanche! page 6 Vicki Keith: Queen of the Lakes page 7 Into the Bears’ Den page 6 Song Lei in a New Land page 8 The Flight of the Little Swallow page 8 Diver: The Leatherback Sea Turtle page 7 Moon Cruiser page 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha page 8 I Live in the North page 4 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 7 Magnetic Racetrack page 7 Pirate Lee page 7 Icebergs! page 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Sporty Facts page 9 I’m Running page 13</p>

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	Lacrosse: The Sport of a Nation page 18 How to Throw a Frisbee page 23 Saskatchewan’s Super Skiers pages 27, 28
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
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Strategies (Writing and Representing)
It is expected that students will:

<p>(continued) C4 use a variety of strategies before writing and representing, including</p> <ul style="list-style-type: none"> - setting a purpose - identifying an audience - participating in developing class-generated criteria - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics 	<p>The Science of Sport page 32 The Hoop and Me page 35 Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> Haiku page 5 Fred page 10 There’s No One As Slow as Slomona page 13 My Talented Friend page 17 The Eel page 22 What I Found page 25 Sky Net page 30 Accidentally page 34 My Cat/dog page 40 Sidewalk Singer page 43 The Great Frog Race page 47 Ice Cycle page 52 Think of Tree page 56 dreaming/Night Game page 60 A Corner of Bread page 64 When I Read page 67</p>
<p>C5 use a variety of strategies during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> - referring to class-generated criteria - referring to word banks - examining models of literature/visuals - using information from multiple sources - consulting reference materials - revising and editing 	<p><u>Reading Guide:</u> pages 169, 176, 177</p> <p><u>Writing Guide:</u> pages 8, 17 - 19, 28, 41, 42, 48, 50, 51 - 56, 63, 65, 71, 79, 80, 82, 93, 95, 96, 98, 104, 106 - 109, 111, 118, 119, 122, 123, 125, 135, 138, 140, 164 – 168, 192 – 211, 214, 252</p> <p><u>Working With Words:</u> pages 8, 18, 19, 25 – 40, 137 – 145, 151</p> <p><u>Guided Reading:</u> The Common Loon page 2 Creature Cleaning pages 2, 6 Felicity Discovers Electricity page 3 Building a Skyscraper pages 2, 3</p>

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	<p>Hungry Plants pages 2, 3, 6 Lost in the Museum pages 6, 7 Jason’s Lucky Day page 2 Avalanche! pages 2, 3 African Elephants: Built BIG page 4</p>
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
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Strategies (Writing and Representing)	
It is expected that students will:	
<p>C5 use a variety of strategies during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> - referring to class-generated criteria - referring to word banks - examining models of literature/visuals - using information from multiple sources - consulting reference materials - revising and editing 	<p>Into the Bears’ Den page 3 Diver: The Leatherback Sea Turtle pages 4, 5 Moon Cruiser pages 2, 6</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 2, 7 I Live in the North page 2 Three Easy Steps to Getting a Dog page 7 Pirate Lee page 4</p> <p><u>Magazine Shared Reading:</u> Sporty Facts page 9 Lacrosse: The Sport of a Nation page 18 Saskatchewan’s Super Skiers pages 27 The Science of Sport pages 31, 32 Have Your Say page 40</p> <p><u>Poetry Shared Reading</u> Fred pages 8, 10 There’s No One As Slow as Slomona page 13 My Talented Friend page 17 What I Found page 25 Accidentally page 34 Sidewalk Singer page 43 Think of Tree page 56 dreaming/Night Game page 60</p>

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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Strategies (Writing and Representing)	
It is expected that students will:	
<p>C6 use a variety of strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> - checking their work against established criteria - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) - editing for conventions (e.g., capitals, punctuation, spelling) 	<p><u>Reading Guide:</u> pages 52, 134, 135, 169, 176. 177, 184, 185</p> <p><u>Writing Guide:</u> page 7, 8, 14, 20, 27 – 29, 39, 41, 42, 49, 51, 55, 57, 64, 66, 69, 71, 80, 84, 87, 94, 96, 98, 101, 107, 109, 111, 114, 120, 123, 125, 134, 135, 138, 140, 184 – 187, 202 – 206, 212 – 231 252, 253, 256, 257</p> <p><u>Working With Words:</u> pages 6 - 8, 9, 18 - 20, 25 – 75, 137 – 145, 151</p> <p><u>Guided Reading:</u> Felicity Discovers Electricity page 6 Building a Skyscraper pages 2, 3</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 2, 7</p> <p><u>Magazine Shared Reading:</u> Lacrosse: The Sport of a Nation page 18 The Science of Sport page 31</p> <p><u>Poetry Shared Reading</u> There’s No One As Slow as Slomona page 13 What I Found page 25 Accidentally page 34</p>

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Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking(Writing and Representing) It is expected that students will:	
C7 use writing and representing to express personal responses and opinions and experiences and texts	<p><u>Reading Guide:</u> pages 176. 177</p> <p><u>Writing Guide:</u> pages 16, 17, 26, 37, 38, 45 – 56, 87 -97, 114 – 124, 143 – 146, 153 – 157, 161 - 164</p> <p><u>Guided Reading:</u> The False Alarm page 6 East Coast Boats: The Busy Halifax Harbour pages 6, 7 Bicycle Owner’s Manual page 6 The Common Loon page 3 Creature Cleaning page 6 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Swimming Lessons page 8 Building a Skyscraper page 6 Caring for a Pet Dragon page 6 The Gran Plan page 7 Hungry Plants page 6 Look Inside: Airplane page 6 Lost in the Museum pages 6, 7 Nipissing and Nipigon: Baby Beavers Grow Up page 7 How a Carousel Came to North Bay page 5 How Do Fish Swim? page 7 Jason’s Lucky Day page 7 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen page 7 The Mammoth Cheese: A True Story page 7 Quiet Tessa page 7 Avalanche! page 6 Isabella, Princess of the Pens page 7 Steven Writes a Story page 5 Vicki Keith: Queen of the Lakes page 7 Into the Bears’ Den page 6 African Elephants: Built BIG page 6 Into the Bears’ Den page 6 Song Lei in a New Land page 8 The Flight of the Little Swallow page 8 Design Your Own Car page 6</p>

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Grade 3**

	Diver: The Leatherback Sea Turtle page 7
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking(Writing and Representing)	
It is expected that students will:	
(continued) C7 use writing and representing to express personal responses and opinions and experiences and texts	Moon Cruiser page 7 What Makes a Planet a Planet? page 7 <u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha page 8 I Live in the North page 4 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 7 Magnetic Racetrack page 7 Pirate Lee page 7 Icebergs! page 7 <u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Sporty Facts page 9 I'm Running page 13 Lacrosse: The Sport of a Nation page 18 How to Throw a Frisbee page 23 Saskatchewan's Super Skiers pages 27, 28 The Science of Sport page 32 The Hoop and Me page 35 Have Your Say page 40 <u>Poetry Shared Reading:</u> Haiku page 5 Fred page 10 There's No One As Slow as Slomona page 13 My Talented Friend page 17 The Eel page 22 What I Found page 25 Sky Net page 30 Accidentally page 34 My Cat/dog page 40 Sidewalk Singer page 43 The Great Frog Race page 47 Ice Cycle page 52 Think of Tree page 56

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	dreaming/Night Game page 60 A Corner of Bread page 64 When I Read page 67
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Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking(Writing and Representing)	
It is expected that students will:	
(continued) C7 use writing and representing to express personal responses and opinions and experiences and texts	<u>Read Aloud:</u> Bats! Strange and Wonderful page 4 Fire on the Mountain page 9 The Good Dog page 19 The Librarian of Basra: A True Story from Iraq page 23 Perfect Man page 26 Pigs Aren't Dirty, Bears Aren't Slow and Other Truths About Misunderstood Animals page 30 Plantzilla page 35 Salmon Creek page 39 Solomon's Tree page 42 Terry Fox: A Story of Hope page 47

**Literacy Place for the Early Years Curriculum Correlation with Prescribed Learning Outcomes for Speaking and Listening with BC IRP
Grade 3**

Prescribed Learning Outcomes	Literacy Place for the Early Years – Grade 3 Page References
Thinking(Writing and Representing) It is expected that students will:	
C8 use writing and representing to extend thinking, by - developing explanations - expressing an alternative viewpoint - demonstrate new understandings	<u>Writing Guide:</u> pages 8, 19, 28, 41, 42, 50, 51, 54, 56, 65, 71, 79, 82, 93, 96, 98, 106, 109, 111, 119, 122, 125, 135, 138, 140, 192 – 211, 252 <u>Guided Reading:</u> Dr. Bufflehead Explores Dirt page 3 Make Electrostatic Slime page 3 Hungry Plants page 6 Lost in the Museum page 6 Design Your Own Car page 6 Diver: The Leatherback Sea Turtle page 7 Moon Cruiser page 7
C9 reflect on and assess their writing and representing, by - referring to class-generated criteria - setting goals and creating a plan for improvement - taking steps toward achieving goals	<u>Writing Guide:</u> pages 38 – 42, 55, 56, 59, 70, 73, 83, 86, 97, 100, 110, 113, 124, 127, 139, 142, 153 - 157

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<p>Writing and Representing Features (Writing and Representing) It is expected that students will:</p>	
<p>C10 use the features and conventions of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> - complete simple and compound sentences - various sentence types (e.g., declarative, interrogative, imperative, exclamatory) - paragraphs, with some accuracy - correct subject-verb agreement - past and present tenses - noun and pronoun agreement - capitalization in titles of books and stories - punctuation at the end of sentences - apostrophes to form common contractions and to show possession - commas in a series, dates, addresses, and locations - new words from their oral language and reading experiences 	<p><u>Reading Guide:</u> pages 169, 176. 177</p> <p><u>Writing Guide:</u> pages 7, 8, 18 - 20, 25 - 38, 41, 42, 49 - 51, 55, 57, 64, 66, 69, 71, 80, 84, 87, 94, 96, 98, 101, 107, 109, 111, 114, 120, 123, 125, 135, 140, 185 – 187, 202 – 206, 212 – 231, 252, 253, 256, 257, 262 - 271</p> <p><u>Working With Words:</u> pages 8, 18, 19, 25 – 40, 93 – 96, 103, 104, 126 – 132, 137 – 145, 151</p> <p><u>Guided Reading:</u> A Fine Day on the Lake page 2 Felicity Discovers Electricity page 6 Building a Skyscraper pages 2, 3</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 2, 7 Thank You, Mr. T! page 2 Summer Camping in Nova Scotia page 6 Pirate Lee page 2 Icebergs! page 2</p> <p><u>Magazine Shared Reading:</u> Lacrosse: The Sport of a Nation page 18 The Science of Sport page 31</p> <p><u>Poetry Shared Reading:</u> There’s No One As Slow as Slomona pages 12, 13 What I Found page 25 Accidentally page 34 Think of Tree page 55 A Corner of Bread page 63</p> <p><u>Read Aloud:</u> The Librarian of Basra: A True Story from Iraq page 21</p>