
 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	Season	Nehiyaw Ways of Knowing
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INTEGRATED WITH ENGLISH LANGUAGE ARTS

	Grade Three: SCIENCE: Animal Life Cycles, Hearing and Sound, SOCIAL: Communities of the World
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	Grade Three: SCIENCE: Building with a Variety of Materials, Testing Materials and Designs Communities of the World, SOCIAL: Global Citizenship
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	Grade Three: SCIENCE: Rocks and Minerals, SOCIAL: Global Citizenship, Communities in the World
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GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore







Express ideas and develop understanding	Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts (C)		<ul style="list-style-type: none"> Sharing Circles
	Explain understanding of new concepts in own words		
	<i>Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts</i>		<ul style="list-style-type: none"> *Peerless Elders Wheel (observation)*
Experiment with language and forms	<i>Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others</i>		<ul style="list-style-type: none"> Courage, Turn Taking, Observation, FNMI Resources
Express preferences	Choose and share a variety of oral, print and other media texts in areas of particular interest		<ul style="list-style-type: none"> FNMI Resources
Set goals	Discuss areas of personal accomplishment as readers, writers and illustrators		<ul style="list-style-type: none"> Sharing Circle, Developing Confidence, Perseverance, Respect, Assertive, Humility





1.2 Clarify and Extend




Consider others' ideas			<ul style="list-style-type: none"> Sharing Circles, *Peerless Elders Wheel (listening skills, respect)*
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The Essential Learning Outcomes (ELOs) identified in these charts by the KTCEA working group are based on **their local context**. An educational authority from a different region of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential will look different, based on context.





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Combine ideas	<i>Experiment with arranging and recording ideas and information in a variety of ways</i>		<ul style="list-style-type: none"> Teaching digital citizenship
Extend understanding	<i>Ask questions to clarify information and ensure understanding (C)</i>		<ul style="list-style-type: none"> Turn Taking, Assertiveness, Respect, patience
GENERAL OUTCOME 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.			
2.1 Use Strategies and Cues			
Use prior knowledge	Share ideas developed through interests, experiences and discussion that are related to new ideas and information (C)		<ul style="list-style-type: none"> Working with others
	Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning		<ul style="list-style-type: none"> Integrity, accountability, observation, sharing through stories
Use comprehension strategies	Use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials (C)		<ul style="list-style-type: none"> Observation *Cree sentence structure is different*
	Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions (C)		<ul style="list-style-type: none"> Relationships
	<i>Identify the main idea or topic and supporting details in simple narrative and expository passages (C)</i>		<ul style="list-style-type: none"> Higher level thinking skills, Summarizing, Observation
	<i>Extend sight vocabulary to include predictable phrases and words related to language use (F) *transitioning to more silent reading</i>		<ul style="list-style-type: none"> Fluency, Transition to Silent Reading, Observation, Confidence
	<i>Read silently with increasing confidence and accuracy (F)</i>		<ul style="list-style-type: none"> Observation, Confidence
Monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems (C)		<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources 	



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Use textual cues	Use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning (CaP,C)		<ul style="list-style-type: none"> • Observation, Relationship, FNMI Resources
	<i>Attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading (C)</i>		<ul style="list-style-type: none"> • Observation, Relationship, FNMI Resources, Higher Level Thinking
Use phonics and structural analysis	Apply phonic rules and generalizations competently and confidently to read unfamiliar words in context (P)		<ul style="list-style-type: none"> • Confidence, Courage. *think of Cree language and utilizing in the classroom
	Apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context (P)		<ul style="list-style-type: none"> • Observation, Listening Skills
	<i>Associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context (P)</i>		<ul style="list-style-type: none"> • Observation, Accountability
Use references	Put words in alphabetical order by first and second letter		<ul style="list-style-type: none"> • Observation, Confidence
	Use picture dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		<ul style="list-style-type: none"> • Relationship with books, using Cree Language, Word Walls
2.2 Respond to Texts			
Experience various texts	Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays		<ul style="list-style-type: none"> • Storytelling, Elders, FNMI Resources
	<i>Tell or write about favourite parts of oral, print and other media texts (W)</i>		<ul style="list-style-type: none"> • Sharing Circles (fine arts), Listening skills, Love
	Identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites (C)		<ul style="list-style-type: none"> • Sharing Circles (fine arts), Listening skills, Love
	Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references (C)		<ul style="list-style-type: none"> • Sharing Circles (fine arts), Listening skills, Love, Wisdom





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Construct meaning from texts	Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences (C)		<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom
	<i>Summarize the main idea of individual oral, print and other media texts (C)</i>		<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom
	Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts (W, C)		<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom
	Make inferences about a character's actions or feelings (C)		
	Express preferences for one character over another (C)		<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom
Appreciate the artistry of texts	Express feelings related to words, visuals and sound in oral, print and other media texts		<ul style="list-style-type: none"> Sharing Circles, Truth, Wisdom, Respect (Fine Arts)
	Identify how authors use comparisons, and explain how they create mental images (C)		<ul style="list-style-type: none"> Sharing Circles, Truth, Wisdom, Respect (Fine Arts)
2.3 Understand Forms, Elements and Techniques			
Understand forms and genres	<i>Identify distinguishing features of a variety of oral, print and other media texts (C)</i>		<ul style="list-style-type: none"> Sharing Circles, wisdom
	Discuss ways that visual images convey meaning in print and other media texts (C)		<ul style="list-style-type: none"> Syllabics and petroglyphs - land as text - winter counts, respect, wisdom (fine arts)
Understand techniques and elements	<i>Include events, setting and characters when summarizing or retelling oral, print or other media texts (C)</i>		<ul style="list-style-type: none"> Truth, wisdom
	Describe the main characters in terms of who they are, their actions in the story and their relations with other characters		<ul style="list-style-type: none"> Truth, wisdom, Story Circles, Observation
	Identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques (C)		<ul style="list-style-type: none"> Truth, wisdom, Story Circles, Observation, Fine Arts, Creativity
Experiment with language	<i>Recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment</i>		<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity

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2.4 Create Original Text			
Generate ideas	<i>Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts</i>		<ul style="list-style-type: none"> • Humour, Sharing Circles, Fine Arts, Creativity
Elaborate on the expression of ideas	Use sentence variety to link ideas and create impressions on familiar audiences (W)		<ul style="list-style-type: none"> • Humour, Sharing Circles, Fine Arts, Creativity
Structure texts	<i>Experiment with a variety of story beginnings to choose ones that best introduce particular stories (W)</i>		<ul style="list-style-type: none"> • Accountability, Creativity
	Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot (W)		
GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information.			
3.1 Plan and Focus			
Focus attention	Use self-questioning to identify information needed to supplement personal knowledge on a topic (C)		<ul style="list-style-type: none"> • Respect, Relationships, Wisdom, Confidence
	<i>Identify facts and opinions, main ideas and details in oral, print and other media texts (C)</i>		<ul style="list-style-type: none"> • Respect, Relationships, Wisdom, Confidence, Truth
Determine information needs	<i>Ask topic-appropriate questions to identify information needs (C)</i>		<ul style="list-style-type: none"> • Respect, Relationships, Wisdom, Confidence
Plan to gather information	<i>Contribute ideas for developing a class plan to access and gather ideas and information</i>		<ul style="list-style-type: none"> • Respect, Relationships, Wisdom, Confidence, Truth
3.2 Select and Process			
Use a variety of sources	<i>Find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment</i>		<ul style="list-style-type: none"> • Elders, FNMI Resources

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Access information	Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information (C)		<ul style="list-style-type: none"> Observation, Creativity, Bravery, Patience
	Locate answers to questions and extract appropriate and significant information from oral, print and other media texts		<ul style="list-style-type: none"> Observation, Listening Skills, Respect, Patience
Evaluate sources	<i>Review information to determine its usefulness in answering research questions (C)</i>		<ul style="list-style-type: none"> Accountability, Truth
3.3 Organize, Record and Evaluate			
Organize information	<i>Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing</i>		<ul style="list-style-type: none"> Observation
	<i>Draft ideas and information into short paragraphs, with topic and supporting sentences</i>		<ul style="list-style-type: none"> Elders' model stories, sustenance
Record information	Record facts and ideas using a variety of strategies; list titles and authors of sources (W)		<ul style="list-style-type: none"> Using Nehiyawewin
	List significant ideas and information from oral, print and other media texts (W)		<ul style="list-style-type: none"> Accountability, Common Sense
Evaluate information	<i>Determine if gathered information is sufficient to answer research questions</i>		<ul style="list-style-type: none"> Observation
3.4 Share and Review			
Share ideas and information	<i>Organize and share ideas and information on topics to engage familiar audiences</i>		<ul style="list-style-type: none"> Sharing Circles, Turn Taking, Kindness
	Use titles, headings and visuals to add interest and highlight important points of presentation		<ul style="list-style-type: none"> Confidence, Turn Taking
Review research process	Assess the research process, using pre-established criteria		

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GENERAL OUTCOME 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.			
4.1 Enhance and Improve			
Appraise own and others' work	Share own oral, print and other media texts with others to identify strengths and ideas for improvement		<ul style="list-style-type: none"> • Confidence, humility, accountability, self sufficiency/ community feedback
Revise and edit	<i>Combine and rearrange existing information to accommodate new ideas and information (W)</i> <i>Edit for complete and incomplete sentences (W)</i>		<ul style="list-style-type: none"> • Confidence, humility, accountability, self sufficiency
Enhance legibility	Print legibly, and begin to learn proper alignment, shape and slant of cursive writing (W)		<ul style="list-style-type: none"> • Confidence, humility, accountability, self sufficiency
	<i>Space words and sentences consistently on a line and page (W)</i>		<ul style="list-style-type: none"> • Confidence, humility, accountability, self sufficiency
	Use keyboarding skills to compose, revise and print text (W)		<ul style="list-style-type: none"> • Confidence, humility, accountability, self sufficiency
	Understand and use vocabulary associated with keyboarding and word processing (W)		
Expand knowledge of language	<i>Explain relationships among words and concepts associated with topics of study (V)</i>		<ul style="list-style-type: none"> • All these outcomes are important. Vocabulary building is essential - in Cree and English
	<i>Experiment with words and word meanings to produce a variety of effects (V)</i>		<ul style="list-style-type: none"> • Observation, Accountability, creativity - Cree and English
Enhance artistry	Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts (W,V)		<ul style="list-style-type: none"> • Observation, Accountability, creativity - Cree and English

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4.2 Attend to Conventions			
Attend to grammar and usage	<i>Identify a variety of sentence types, and use in own writing (W)</i>		<ul style="list-style-type: none"> Observation, Accountability <i>Note: Using HWT all year long</i>
	Identify correct subject–verb agreement, and use in own writing (W)		<ul style="list-style-type: none"> Observation, Accountability <i>Note: Using HWT all year long</i>
	<i>Use adjectives and adverbs to add interest and detail to own writing (W,V)</i>		<i>Note: Using HWT all year long</i>
	<i>Distinguish between complete and incomplete sentences (W)</i>		<i>Note: Using HWT all year long</i>
Attend to spelling	<i>Use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing (P)</i>		<ul style="list-style-type: none"> Listening Skills, Observation (Cree and English)
	<i>Identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing</i>		
	<i>Identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing</i>		<ul style="list-style-type: none"> Spelling using phonics and conventional spelling *Refer to KTCEA APP Elders Speak*
Attend to capitalization and punctuation	<i>Use capital letters appropriately in titles of books and stories (W)</i>		<ul style="list-style-type: none"> Observation, Creativity, Accountability
	<i>Use exclamation marks, appropriately, as end punctuation in own writing (W)</i>		
	Use apostrophes to form common contractions and to show possession in own writing (W)		<ul style="list-style-type: none"> Observation, Creativity, Accountability
	Identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension (W)		<ul style="list-style-type: none"> Observation, Creativity, Accountability
4.3 Present and Share			
Present information	<i>Present ideas and information on a topic, using a pre-established plan (W)</i>		<ul style="list-style-type: none"> Confidence, Sharing Circles
Enhance presentation	Use print and nonprint aids to illustrate ideas and information in oral, print and other media texts (W)		<ul style="list-style-type: none"> Observation, Creativity, Accountability
Use effective oral and visual communication	<i>Speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas</i>		<ul style="list-style-type: none"> Confidence, Sharing Circles, Accountability, Caring for Others

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Demonstrate attentive listening and viewing	<i>Rephrase, restate and explain the meaning of oral and visual presentations</i>		<ul style="list-style-type: none"> • Confidence, Sharing Circles, Responsibility, Self Sufficiency, Accountability, Observation
	Identify and set purposes for listening and viewing		<ul style="list-style-type: none"> • Observation, Confidence, Accountability
GENERAL OUTCOME 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.			
5.1 Respect Others and Strengthen Community			
Appreciate diversity	Describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts		<ul style="list-style-type: none"> • Sharing Circles, Observation, Identity, Confidence
	Retell, paraphrase or explain ideas in oral, print and other media texts (C)		<ul style="list-style-type: none"> • Sharing Circles, Observation, Identity, Confidence
Relate texts to culture	Identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities		<ul style="list-style-type: none"> • FNMI Resources, Observation, Assertiveness
Celebrate accomplishments and events	Use appropriate language to acknowledge and celebrate individual and class accomplishments		<ul style="list-style-type: none"> • Sharing Circles, Caring for others, respect, Celebrations
Use language to show respect	<i>Demonstrate respect for the ideas, abilities and language use of others</i>		<ul style="list-style-type: none"> • Respect, Observation, Kindness, Conservation (in English and Cree)
5.2 Work Within a Group			
Cooperate with others	<i>Work cooperatively with others in small groups on structured tasks</i>		<ul style="list-style-type: none"> • Working with others, helping others, relationships
	Identify others who can provide assistance, and seek their help in specific situations		<ul style="list-style-type: none"> • Kindness, Caring for others
Work in groups	Contribute ideas and information on topics to develop a common knowledge base in the group		
	Ask others for their ideas, and express interest in their contributions		
Evaluate group process	<i>Assess the effectiveness of group process, using pre-established criteria</i>		<ul style="list-style-type: none"> • Respect, Working with others, Humility