

Grade 3 Syllabus

2026-2027

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ELA 3 teaches English through two integrated strands — English Language Acquisition and English in Action — anchored in the Grade 3 CSC Course Overview and the know-do-understand model. All learning is assessed under two curricular competencies: Understand & Engage (reading, listening, viewing) and Compose & Convey (writing, speaking, representing), reported on the Emerging–Developing–Proficient–Extending proficiency scale. English in Action is framed by the United Nations Sustainable Development Goals: Clean Water and Sanitation (SDG 6) across Semester 1 and Decent Work and Economic Growth (SDG 8) across Semester 2. Six units run across the year, each pairing with a culminating project, a defined phonics and grammar sequence, and a named writing scaffold. The ELA 3 workbook and UFLI phonics curriculum carry the language spine and Raz-Kids supports levelled independent reading.

Essential Elements

1. Language and storytelling spark creativity and joy.

Engaging with stories, words, and creative expression encourages imagination and a love for learning.

2. Stories and texts help us understand ourselves, our families, and our communities.

Through literature and shared experiences, students explore personal identities, cultural connections, and relationships with others.

3. Stories can be viewed from different perspectives.

Understanding that people interpret texts in different ways encourages empathy, critical thinking, and open-mindedness.

4. Playing with language helps us discover how it works.

Experimenting with words, sentence structures, and creative expression strengthens language comprehension and communication skills.

5. Curiosity and wonder lead to discovery and new understandings.

Asking questions and exploring ideas fosters learning, creativity, and personal growth.

21st Century Attributes

1. Collaboration

- Engaging in meaningful interactions with peers to build understanding and share ideas.
- Practicing teamwork, active listening, and cooperation in group discussions and projects.
- Learning to contribute respectfully and effectively within a community of learners.

2. Effective Communication

- Developing the ability to express ideas clearly in oral, written, and visual forms.
- Adjusting language for different audiences and purposes.
- Actively listening, asking questions, and responding thoughtfully.

3. Personal Responsibility

- Setting learning goals and developing self-awareness as a language learner.
- Building independence and perseverance in acquiring new skills.
- Demonstrating a growth mindset and taking ownership of one's learning.

4. Social Responsibility

- Understanding the impact of one's actions on others and the learning community.
- Practicing kindness, empathy, and respect for different perspectives.
- Contributing positively to group and class activities.

5. Technology & Media Literacy

- Exploring digital tools to support language learning and communication.
- Engaging with multimedia resources to enhance comprehension and expression.
- Developing awareness of responsible technology use in academic and social settings.

6. Creative Thinking

- Generating and sharing original ideas through storytelling, drama, and project-based learning.
- Taking creative risks in using language in different contexts.
- Exploring multiple ways to express thoughts and emotions.

7. Critical Thinking

- Questioning information, making connections, and analyzing ideas.
- Applying reasoning skills to understand stories, texts, and new concepts.
- Engaging in problem-solving through language-based activities.

8. International-Mindedness & Appreciation of Multiculturalism

- Learning about diverse cultures, traditions, and perspectives through language and storytelling.
- Respecting and celebrating linguistic and cultural diversity in the classroom.
- Developing a global perspective and recognizing the value of multilingualism.



Learning Outcomes

Understand & Engage (Reading, Listening, Viewing)

Read fluently and with confidence at a developmentally appropriate level.

Use background knowledge and multiple sources of information to interpret and construct meaning from texts.

Make connections between ideas from different texts, personal experiences, and prior knowledge to build deeper understanding.

Apply reading, listening, and viewing strategies to support comprehension and engagement.

Recognize how different types of texts serve different purposes, such as informing, entertaining, or persuading.

Engage actively as listeners, viewers, and readers to explore self-identity, relationships, and cultural connections.

Understand and explain the role of storytelling in shaping personal, family, and community identity.

Make personal connections to stories and texts, drawing on emotions, experiences, and cultural knowledge.

Identify and analyze the structure and key elements of a story, including character development, setting, and plot.

Recognize how First Peoples' storytelling traditions connect individuals to family, community, and the land.

Compose & Convey (Writing, Speaking, Representing)

Share and exchange ideas and perspectives in discussions and collaborative activities to develop a shared understanding with others.

Create stories and other texts that reflect personal experiences, identity, and community connections.

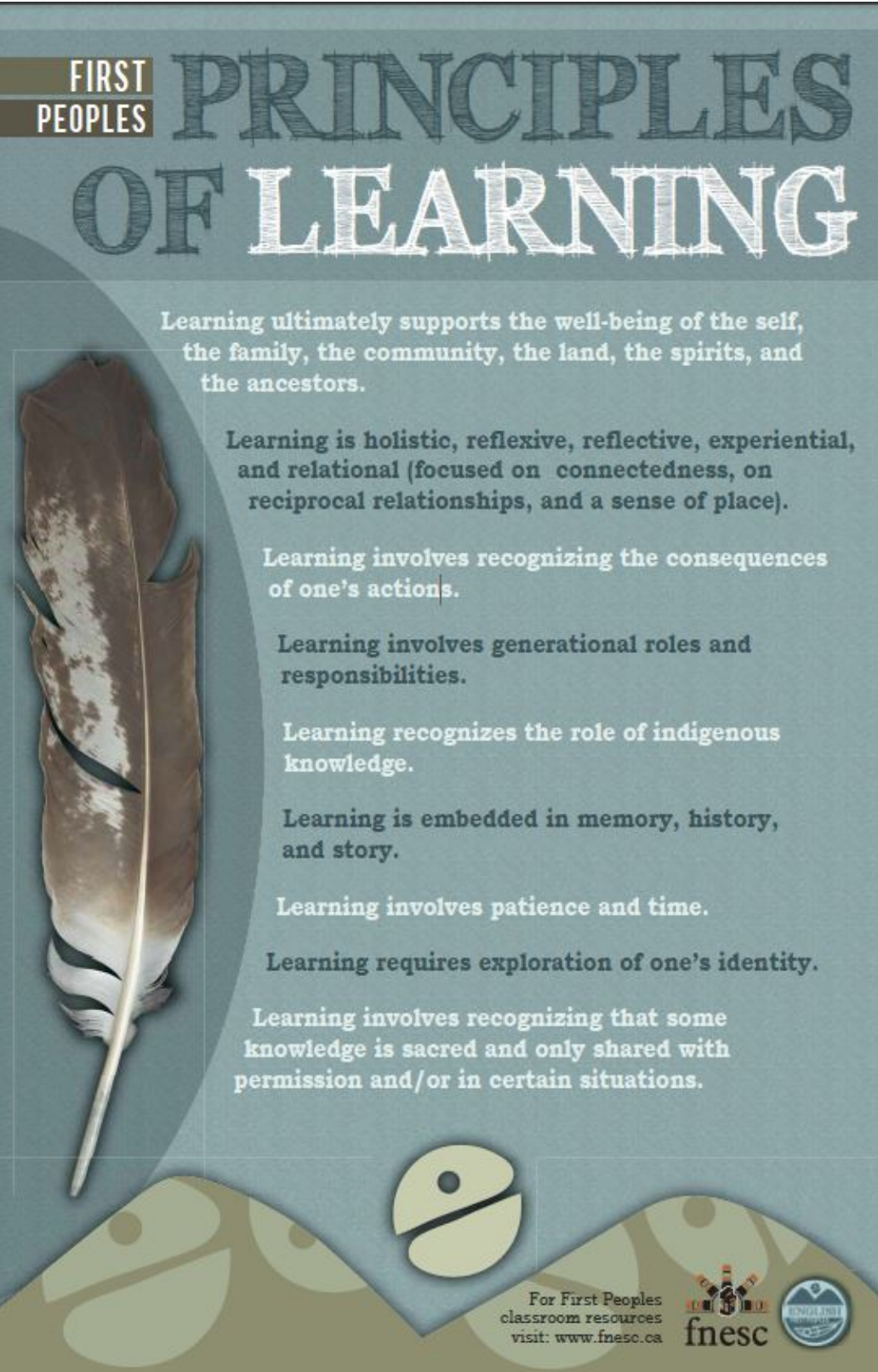
Plan and produce a variety of communication forms, including spoken, written, and visual representations, for different audiences and purposes.

Communicate using complete sentences while applying appropriate conventions of Canadian spelling, grammar, and punctuation to create clear and structured writing.

Expand vocabulary and word knowledge to strengthen written and spoken expression.

Explore and appreciate First Peoples' oral traditions by listening to, discussing, and reflecting on their significance.

Engage in oral storytelling processes, using voice, expression, and gestures to bring stories to life.



Evaluation

Students will be assessed based on the four point proficiency scale. Both formative and summative assessment methods will be utilized to assess student learning.

Formative assessment strategies will include:

- individual conferencing
- informal observation
- checking in-class work for quality and completion

Summative assessments will include:

- spelling tests
- culminating project-based learning tasks at the end of each unit
- traditional tests periodically.

Reporting:

- Ongoing reporting will be sent to parents through test scores, project evaluations, self-reflections etc.
- Two formal report cards will be sent throughout the year alongside a summary of learning at the end of the year.
- Parent-teacher interviews will take place to discuss student-progress.

	Emerging	Developing	Proficient	Extending
The Provincial Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Semester 1: August 31st 2026 - January 20th 2027

Unit	English in Action	Grammar and Conventions	Literature and Vocabulary
Unit #1 - Water and its cycle	<u>Essential Question(s):</u> What is water? What are the properties of water? How do we engage with water around the world? What is the water cycle? What factors influence the cycle of water? <u>Students will:</u> Reflect upon, analyze and describe humans' relationship to water, including defining the properties of water and exploring the water cycle. <u>Project(s):</u> Water cycle diorama or poster and oral presentation Informational Sentence Writing	<u>Phonics:</u> UFLI Phonics curriculum • A spelling pattern is explored weekly. • Students will complete “word work” activities focusing on the spelling pattern each week. • Weekly spelling tests evaluate students comprehension and application of the spelling pattern. <u>Grammar:</u> Nouns III Pronouns Possessives	In the Red Canoe By Leslie A. Davidson Water is Water By Miranda Paul Drop: An Adventure Through the Water Cycle By Emily Kate Moon A Drop Around the World By Barbara Mckinney Informational Non-Fiction texts on the water cycle <u>Project Words:</u> Water, cycle, evaporation/evaporate, condensation, precipitation, properties, flow, rain, snow etc.
Unit #2 - Water Sanitation	<u>Essential Question(s):</u> What sanitation methods are the most accessible? Innovative? Sustainable? How can we promote greater water access to people around the world? <u>Students will:</u> Explore sanitation methods used by people and communities around the world. Students will analyze the efficiency, sustainability, and global impact of these methods. <u>Project(s):</u> Water Filter STEM and persuasive letter Persuasive Sentence Writing	<u>Phonics:</u> UFLI Phonics curriculum • A spelling pattern is explored weekly. • Students will complete “word work” activities focusing on the spelling pattern each week. • Weekly spelling tests evaluate students comprehension and application of the spelling pattern. <u>Grammar:</u> Verbs (tenses, modals) Adjectives and Adverbs Prepositions	Water Princess By Susan Verde Water Day By Margarita Engle Every Last Drop: Bringing Clean Water Home By Michelle Mulder Informational Non-Fiction Texts on water sanitation methods and case studies <u>Project Words:</u> Clean, travel, filter, pollution, well etc.
Unit #3 - Water Conservation	<u>Essential Question(s):</u> What factors influence water conservation? How do humans impact water? How can we promote conservation through our actions and activism? <u>Students will:</u> Reflect upon the impact of human actions on water access and the environment. <u>Project(s):</u> Conservation Poster and Conservation Goal Plan	<u>Phonics:</u> UFLI Phonics curriculum • A spelling pattern is explored weekly. • Students will complete “word work” activities focusing on the spelling pattern each week. • Weekly spelling tests evaluate students comprehension and application of the spelling pattern. <u>Grammar:</u> Conjunctions Subject and Predicate	We Are Water Protectors By Carole Lindstrom Water: How Can We Protect Our Freshwater? By Catherine Barr Well The Story of Water on Earth By Rochelle Strauss Fresh Air, Clean Water Our Right to a Healthy Environment By Megan Clendenan <u>Project Words:</u> Conserve/conservation, protect, save, environment, planet, action etc.

Semester 2: February 11th 2027 - Late June 2027

Unit	English in Action	Grammar and Conventions	Literature and Vocabulary
Unit #4: Community at Work	<u>Project(s):</u> Community Helpers Fair – choose a real job (doctor, bus driver, baker, recycler, plumber) and make a poster: What I do / Why it matters / Tools I use Present to the class dressed as that worker Write thank-you cards to school and neighborhood helpers Informational sentence writing and thank-you note	<u>Phonics:</u> UFLI Phonics curriculum • A spelling pattern is explored weekly. • Students will complete “word work” activities focusing on the spelling pattern each week. • Weekly spelling tests evaluate students comprehension and application of the spelling pattern. <u>Grammar:</u> Types of Sentences Simple vs. Compound Sentences	Whose Hands Are These? – Miranda Paul The Paperboy – Dav Pilkey Helpers in My Community – Bobbie Kalman <u>Project words:</u> worker, tool, uniform, serve, matter, thank
Unit #5: Working Together for a Better World	<u>Project(s):</u> “Classroom Company” – teams run a simple business (bookmarks, paper flowers or a clean-up service) Learn about saving, sharing and fair work Create price tags and advertisements; write teamwork reflections	<u>Phonics:</u> UFLI Phonics curriculum • A spelling pattern is explored weekly. • Students will complete “word work” activities focusing on the spelling pattern each week. • Weekly spelling tests evaluate students comprehension and application of the spelling pattern. <u>Grammar:</u> Forming Questions Capitalization and Punctuation	A Chair for My Mother – Vera B. Williams Those Shoes – Maribeth Boelts Tops & Bottoms – Janet Stevens <u>Project words:</u> team, price, sell, save, fair, advertise
Unit #6: Caring for our Resources	<u>Project(s):</u> Eco-Workers Project – jobs that care for the Earth (farmers, gardeners, water technicians, recyclers) “Good Jobs for Our Planet” class display with drawings and captions Market Day simulation – local economies and buying local (Shilin market) Descriptive sentence writing (caption and display text)	<u>Phonics:</u> UFLI Phonics curriculum • A spelling pattern is explored weekly. • Students will complete “word work” activities focusing on the spelling pattern each week. • Weekly spelling tests evaluate students comprehension and application of the spelling pattern. <u>Grammar:</u> Contractions and Abbreviations	Informational texts on work and the environment Captions, labels and display writing <u>Project words:</u> farmer, gardener, protect, local, market, planet

Supplementary Resources

- Duotangs and Folders
- Notebook
- Pencils
- Erasers
- Markers
- Pencil Crayons
- RAZ Kids Account
- Workbook: Wordly Wise 2
- Workbook: English Language Arts 4 - Grammar

