# GRADE **3**

# GRADE 3 | ORAL COMMUNICATION

## OVERALL EXPECTATIONS

By the end of Grade 3, students will:

**1.** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

**2.** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

**3.** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

## SPECIFIC EXPECTATIONS

### 1. Listening to Understand

By the end of Grade 3, students will:

**Purpose**

**1.1** identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks *(e.g., to explore ideas in a book club discussion; to understand and empathize with a favourite character in a play; to express an opinion or offer advice to a partner during a peer conference)*

**Active Listening Strategies**

**1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups *(e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas)*

**Comprehension Strategies**

**1.3** identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts *(e.g., list the important ideas in a poem or story read in class; ask questions to monitor understanding of an oral text; visualize and sketch to clarify understanding of an oral text)*

**Demonstrating Understanding**

**1.4** demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details *(e.g., paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)*

**Making Inferences/Interpreting Texts**

**1.5** distinguish between stated and implied ideas in oral texts *(e.g., distinguish between the actual words and the emphasis placed on them by the speaker)*

*Teacher prompts:* "How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?" "Why do you think the speaker spoke those words so loudly?" "How does the way the speaker chooses to say words change the meaning of what he or she says?"

**Extending Understanding**

**1.6** extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them *(e.g., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar*

*themes from different cultures; connect messages in oral texts to social issues of relevance to the class)*

### Analysing Texts

**1.7** identify and explain the importance of significant ideas and information in oral texts *(e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map)*

### Point of View

**1.8** identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification *(e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations:* all, every, always, never, every single time*)*

*Teacher prompts:* "What helped you determine the point of view in this text?" "What evidence do you have that this is the speaker's point of view?" "Has the speaker used language that includes everyone?" "Is this point of view a common one in our world today?"

### Presentation Strategies

**1.9** identify some of the presentation strategies used in oral texts and explain how they influence the audience *(e.g., intonation, eye contact)*

*Teacher prompts:* "Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?" "What other strategies might be effective in engaging or influencing the audience?"

## 2. Speaking to Communicate

By the end of Grade 3, students will:

### Purpose

**2.1** identify a variety of purposes for speaking *(e.g., to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to explain to* a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups)*

### Interactive Strategies

**2.2** demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions *(e.g., paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)*

### Clarity and Coherence

**2.3** communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence *(e.g., use an organizational pattern such as comparison or chronological order in presenting a short oral report)*

### Appropriate Language

**2.4** choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience *(e.g., use alliteration for emphasis; use comparatives such as* like, instead of, however, the same as, compared to, unlike *to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation)*

### Vocal Skills and Strategies

**2.5** identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning *(e.g., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups)*

### Non-Verbal Cues

**2.6** identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

**Visual Aids**

**2.7** use a variety of appropriate visual aids *(e.g., overheads, diagrams, graphic organizers, charts, artefacts)* to support or enhance oral presentations *(e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes)*

## 3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 3, students will:

**Metacognition**

**3.1** identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking

*Teacher prompts:* "What questions do you ask yourself after listening to check that you have understood?" "How do you check to be sure that the audience understands what you are saying?"

**Interconnected Skills**

**3.2** identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

*Teacher prompts:* "How does speaking make you a better listener?" "How does seeing a television program on a topic help you when you are discussing that topic in class?" "Does learning new words from your reading help you when you are listening to oral texts?"

## OVERALL EXPECTATIONS

By the end of Grade 3, students will:

**1.** read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

**2.** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

**3.** use knowledge of words and cueing systems to read fluently;

**4.** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## SPECIFIC EXPECTATIONS

### 1. Reading for Meaning

By the end of Grade 3, students will:

**Variety of Texts**

**1.1** read a variety of literary texts *(e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries)*, graphic texts *(e.g., comic books, posters, charts, tables, maps, graphs)*, and informational texts *(e.g., "How to" books, print and electronic reference sources, magazine articles)*

**Purpose**

**1.2** identify a variety of purposes for reading and choose reading materials appropriate for those purposes *(e.g., comic books and adventure stories for entertainment and interest, trade books to find information and answer questions, dictionaries to find word meanings and pronunciation, atlases for specific information about the world, newspapers for information on current events)*

**Comprehension Strategies**

**1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts *(e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text)*

**Demonstrating Understanding**

**1.4** demonstrate understanding of a variety of texts by identifying important ideas and some supporting details *(e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)*

**Making Inferences / Interpreting Texts**

**1.5** make inferences about texts using stated and implied ideas from the texts as evidence

*Teacher prompts:* "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?" "Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?"

**Extending Understanding**

**1.6** extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

*Teacher prompts:* "How are homes in this book the same as or different from homes today?" "Do you know of other

reasons why trees are important besides the reasons mentioned in the book?"

### Analysing Texts

**1.7** identify specific elements of texts and explain how they contribute to the meaning of the texts *(e.g., narrative:* setting, characters, plot, theme; *explanation of a procedure:* procedure to be explained, sequence of steps)*

*Teacher prompts:* "In what way does knowing more about the characters help you to understand the text?" "How does identifying the setting in the text help you as a reader?" "Why is it important to have the steps in a specific sequence?"

### Responding to and Evaluating Texts

**1.8** express personal opinions about ideas presented in texts *(e.g., identify traits they admire in the characters; comment on actions taken by characters)*

*Teacher prompts:* "Do any of the characters in this story remind you of someone you know?" "What do you think about the way this story ends?"

### Point of View

**1.9** identify the point of view presented in a text and suggest some possible alternative perspectives *(e.g., retell the story from the point of view of someone other than the author)*

*Teacher prompts:* "How does the author show his/her point of view on this poster?" "How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?"

## 2. Understanding Form and Style

By the end of Grade 3, students will:

### Text Forms

**2.1** identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story *(e.g., plot development, characters, setting)*, graphic texts such as a comic book *(e.g., speech bubbles, illustrations, captions)*, and informational texts such as a nature magazine *(e.g., table of contents, diagrams, photographs, labels, captions)*

### Text Patterns

**2.2** recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts *(e.g., classification/grouping of ideas in a report or a factual recount)*

*Teacher prompt:* "How does this pattern help you understand the text?"

### Text Features

**2.3** identify a variety of text features and explain how they help readers understand texts *(e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)*

*Teacher prompt:* "What is the purpose of a glossary in a non-fiction text? How could you use it to help you understand the text?"

### Elements of Style

**2.4** identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts *(e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas –* questions *express or stimulate curiosity;* exclamations *convey emotions such as surprise or excitement)*

## 3. Reading With Fluency

By the end of Grade 3, students will:

### Reading Familiar Words

**3.1** automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts *(e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas)*

### Reading Unfamiliar Words

**3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues (*e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language*);
- syntactic (language structure) cues (*e.g., word order, language patterns, punctuation*);
- graphophonic (phonological and graphic) cues (*e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words*)

*Teacher prompt* (for cross-checking of cues): "Does the word sound right and make sense given your understanding of the text?"

### Reading Fluently

**3.3** read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (*e.g., read a poem for two voices with a partner, using appropriate phrasing and expression*)

## 4. Reflecting on Reading Skills and Strategies

By the end of Grade 3, students will:

### Metacognition

**4.1** identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

*Teacher prompts:* "What questions do you ask yourself to make sure you are understanding what you are reading?" "How do you know if you are on the right track?" "When you come to a word or phrase you don't understand, how do you solve it?" "How do you figure out what information is important to remember?" "What do you do when you get confused during reading?"

### Interconnected Skills

**4.2** explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

*Teacher prompts:* "How does hearing a similar text read aloud help you when you read a new text independently?" "How does knowing specific words or phrases from speaking or listening help you as a reader?" "How does dialogue with the teacher or peers in conferences help you as a reader?" "What do you know about writing that helps you as a reader?"

# GRADE 3 | WRITING

## OVERALL EXPECTATIONS

By the end of Grade 3, students will:

**1.** generate, gather, and organize ideas and information to write for an intended purpose and audience;

**2.** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**3.** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

**4.** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## SPECIFIC EXPECTATIONS

### 1. Developing and Organizing Content

By the end of Grade 3, students will:

**Purpose and Audience**

**1.1** identify the topic, purpose, audience, and form for writing *(e.g., an original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project)*

*Teacher prompts:* "What is your writing about?" "Why are you writing?" "Whom are you writing for?"

**Developing Ideas**

**1.2** generate ideas about a potential topic, using a variety of strategies and resources *(e.g., formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic)*

**Research**

**1.3** gather information to support ideas for writing in a variety of ways and/or from a variety of sources *(e.g., from discussions with family and friends; from teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts)*

**Classifying Ideas**

**1.4** sort ideas and information for their writing in a variety of ways *(e.g., by using graphs, charts, webs, outlines, or lists)*

**Organizing Ideas**

**1.5** identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers *(e.g., a story grammar, a T-chart, a paragraph frame)* and organizational patterns *(e.g., comparison, chronological order)*

**Review**

**1.6** determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary *(e.g., discuss the content with a peer or reading buddy; review material using a story map or web)*

## 2. Using Knowledge of Form and Style in Writing

By the end of Grade 3, students will:

### Form

**2.1** write short texts using a variety of forms *(e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition)*

### Voice

**2.2** establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience *(e.g., words used literally or figuratively to communicate intensity of feeling:* a *shiver* of excitement; *hot* anger)*

### Word Choice

**2.3** use words and phrases that will help convey their meaning as specifically as possible *(e.g., comparative adjectives such as* smaller, smallest; *adverbs)*

### Sentence Fluency

**2.4** vary sentence structures and maintain continuity by using joining words *(e.g., and, or)* to combine simple sentences and using words that indicate time and sequence to link sentences *(e.g., first, then, next, before, finally, later)*

### Point of View

**2.5** identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

*Teacher prompt:* "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"

### Preparing for Revision

**2.6** identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features *(e.g., a strong opening or "lead"; the clarity of the main idea)*

*Teacher prompts:* "Can you think of another way you might get the attention of your audience at the beginning?" "Have you provided enough detail to support your main idea?"

### Revision

**2.7** make revisions to improve the content, clarity, and interest of their written work, using several types of strategies *(e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)*

*Teacher prompts:* "What similar words or phrases could you use instead of…?" "What time order words might help clarify the sequence of events in your story?"

### Producing Drafts

**2.8** produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

## 3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 3, students will:

### Spelling Familiar Words

**3.1** spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts)*

### Spelling Unfamiliar Words

**3.2** spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., pronounce a word as it is spelled:* Wed-nes-day; *make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns;*

*cluster words by visual similarities; follow rules for changing base words when adding common endings:* hope/hoping, slam/slammed; *use memory aids such as visualization)*

### Vocabulary

**3.3** confirm spellings and word meanings or word choice using several different types of resources *(e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words)*

### Punctuation

**3.4** use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences

### Grammar

**3.5** use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles *(e.g., of businesses, teams)*; the possessive pronouns *my, mine, your, yours, his, her, hers, its;* action verbs in the present and simple past tenses; adjectives and adverbs; question words *(e.g., when, where, why, how)*

### Proofreading

**3.6** proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., a checklist modified in a teacher-student conference to support individual writing strengths and indicate next steps; a posted class writing guideline)*

### Publishing

**3.7** use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and some cursive writing; use different font sizes and colours on a poster to attract attention; use proper paragraph form including spacing and margins; supply captions for photographs)*

### Producing Finished Works

**3.8** produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

## 4. Reflecting on Writing Skills and Strategies

By the end of Grade 3, students will:

### Metacognition

**4.1** identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers *(e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information)*

*Teacher prompts:* "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?"

### Interconnected Skills

**4.2** describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

*Teacher prompts:* "How does what you know about reading help you when you are writing?" "How does listening to or viewing different kinds of texts help you generate ideas for writing?"

### Portfolio

**4.3** select pieces of writing that they think show their best work and explain the reasons for their selection

## OVERALL EXPECTATIONS

By the end of Grade 3, students will:

**1.** demonstrate an understanding of a variety of media texts;

**2.** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

**3.** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

**4.** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## SPECIFIC EXPECTATIONS

### 1. Understanding Media Texts

By the end of Grade 3, students will:

**Purpose and Audience**

**1.1** identify the purpose and intended audience of some media texts *(e.g., this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children)*

*Teacher prompt:* "Who is this intended for? Who else would like it? Who would not like it? Why, or why not?"

**Making Inferences/Interpreting Messages**

**1.2** use overt and implied messages to draw inferences and make meaning in simple media texts *(e.g., overt message of toys, clothing, or games associated with movies, television shows, or books:* This product is closely connected to the characters you admire in your favourite book; *implied message:* If you own this product, you will be more closely connected to your favourite book and more like the characters you admire)

*Teacher prompts:* "What things do you have that are related to a TV show, a movie, or a book? What do they mean to you?" "Are the roles of girls and boys similar or different in the television shows that you watch?"

**Responding to and Evaluating Texts**

**1.3** express personal opinions about ideas presented in media texts *(e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important)*

*Teacher prompt:* "Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?" "Why do parents worry about Internet safety? What online rules should you know?"

**Audience Responses**

**1.4** describe how different audiences might respond to specific media texts *(e.g., select a magazine that appeals to them, predict the responses of different age groups or of children from different countries to the magazine, and explain the reasons for their predictions)*

*Teacher prompt:* "Why do you like the magazine? Who else would like it? Why? Who would not like it? Why not?"

**Point of View**

**1.5** identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used *(e.g., a poster advertising the zoo aimed at younger children might emphasize baby*

*animals, whereas one aimed at adults or older children might emphasize unusual or dangerous animals)*

*Teacher prompt:* "Who is the intended audience for this poster? How do you know? Whose perspective is reflected? Whose perspective is not reflected?"

### Production Perspectives

**1.6** identify who produces selected media texts and why those texts are produced *(e.g., companies design eye-catching logos so their products will be immediately recognizable to people; designers produce clothes as fashion statements and to make money)*

*Teacher prompt:* "Where do we often find logos?"

## 2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 3, students will:

### Form

**2.1** identify elements and characteristics of some media forms *(e.g., newspapers use print and mostly black-and-white photographs; television news coverage has colour, sound, and "live" action reporting; cartoons use animated drawings of characters, while movies and plays use live actors)*

*Teacher prompt:* "What would you look for in a television news show that you wouldn't find in a newspaper? And vice versa?"

### Conventions and Techniques

**2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning *(e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words)*

*Teacher prompt:* "Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?"

## 3. Creating Media Texts

By the end of Grade 3, students will:

### Purpose and Audience

**3.1** identify the topic, purpose, and audience for media texts they plan to create *(e.g., a collage of images conveying the mood of a poem to help classmates understand the poem)*

*Teacher prompts:* "How will understanding the mood help us understand the poem's meaning?" "Which of the images in the collage help us understand the poem better?"

### Form

**3.2** identify an appropriate form to suit the specific purpose and audience for a media text they plan to create *(e.g., a tape-recorded interview to present a classmate's opinion about a favourite show, toy, or game)*

*Teacher prompt:* "Why would a tape-recording be better than a written record of the interview?"

### Conventions and Techniques

**3.3** identify conventions and techniques appropriate to the form chosen for a media text they plan to create *(e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations)*

*Teacher prompt:* "How can you use these features to help you communicate your ideas effectively?"

### Producing Media Texts

**3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques *(e.g.,*

- *a series of video stills or photographs about a topic of their choice to display to the class*
- *a simple slide show for a multimedia presentation to a younger class*
- *a tape-recorded interview with a classmate about a favourite show, toy, or game*

- *a comic strip for publication in a class newsletter*

- *a skit, including sound effects, based on a photograph*

- *a compilation of images from magazines, newspapers, or the Internet that convey the mood of a poem or song*

- *an illustrated pamphlet about a unit of study*

- *a storyboard for the climactic scene in a short story*

- *a scrapbook of images from newspapers, magazines, posters, the Internet, and so on, illustrating camera shots from different angles and distances)*

## 4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 3, students will:

### Metacognition

**4.1** identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

*Teacher prompt:* "What skills did you use to understand this book/video/ Internet site? Would you use your skills differently or the same way the next time you view a similar work?"

### Interconnected Skills

**4.2** explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

*Teacher prompt:* "What language skills did you need to use to make sense of the video? How does your knowledge of fiction and non-fiction help you understand videos/movies/DVDs?"