

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
Oral Communication	
By the end of Grade 3, students will:	
<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	<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</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 Have Your Say pages 38 - 40</p>

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Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
Oral Communication	
	<p><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</p> <p><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</p>
<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p>	<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>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
Oral Communication	
	<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> <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>

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Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<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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Oral Communication	
<p>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.</p>	<p><u>Reading Guide:</u> pages 53, 68, 94, 97</p> <p><u>Guided Reading:</u> Make a Frog! pages 4, 6 Hare and Turtle: Two Pourquoi Tales page 4 Swimming Lessons pages 2, 6 Caring for a Pet Dragon page 3 How Do Fish Swim? page 3 A Fish Learns to Live on the Land page 4 Avalanche! page 3 Isabella, Princess of the Pens page 3 Steven Write a Story page 3</p> <p><u>Shared Reading:</u> Big Bad Bertha page 3</p> <p><u>Poetry Shared Reading:</u> Fred page 9 There's No One As Slow as Slomona page 13</p> <p><u>Read Aloud:</u> Perfect Man pages 25 – 27 Plantzilla page 34 Salmon Creek page 37 Solomon's Tree page 41 Terry Fox: A Story of Hope page 45</p>

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Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
1. Listening to Understand	
<p>Purpose</p> <p>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)</p>	<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>

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Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
1. Listening to Understand	<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 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</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 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</p>

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Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<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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<p>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)</p>	<p><u>Reading Guide</u> pages 37, 63, 120, 171, 174</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 3 I Live in the North page 2 Summer Camping in Nova Scotia pages 2, 3 Magnetic Racetrack pages 2, 3, 5 Icebergs! pages 2 - 4</p> <p><u>Magazine Shared Reading:</u> The Science of Sport pages 30, 31 Have Your Say pages 38, 39</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 My Talented Friend page 17 The Eel page 21 Accidentally pages 32, 33 My Cat/dog page 39 dreaming/Night Game pages 58, 59 A Corner of Bread pages 62, 63</p> <p><u>Read Aloud:</u> The Good Dog page 16 Pigs Aren't Dirty, Bears Aren't Slow, and Other Truths About Misunderstood Animals page 29 Plantzilla page 34 Salmon Creek page 39</p>

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<p>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)</p>	<p><u>Reading Guide</u> pages 37, 63, 120, 170, 174</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha pages 3, 6 I Live in the North page 2 Summer Camping in Nova Scotia page 4 Icebergs! Page 5</p> <p><u>Magazine Shared Reading:</u> Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> My Talented Friend page 17 The Eel page 25</p> <p><u>Read Aloud:</u> Fire on the Mountain page 9 Plantzilla page 34 Salmon Creek page 39</p>
<p>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?"</p>	<p><u>Reading Guide</u> pages 9, 18, 28, 50</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 5, 6 Big Bad Bertha pages 2, 3 I Live in the North pages 2, 3 Three Easy Steps to Getting a Dog page 4 Summer Camping In Nova Scotia pages 2 – 4 Pirate Lee pages 2 – 4 Magnetic Racetrack page 3</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3 – 5 I'm Running page 12 Lacrosse: The Sport of a Nation pages 16, 17 Saskatchewan's Super Skiers page 26 The Science of Sport page 31 The Hoop and Me pages 34, 35 Have Your Say page 38</p>

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	<p><u>Poetry Shared Reading:</u> Haiku page 4 My Talented Friend pages 16, 17 The Eel pages 20, 21 What I Found pages 24, 25 Sky Net page 28 Accidentally pages 32 – 34 My Cat/dog pages 38, 39 Sidewalk Singer pages 42, 43 The Great Frog Race page 46 Think of Tree pages 54, 55 dreaming/Night Game page 59 A Corner of Bread pages 62, 63 When I Read page 66</p> <p><u>Read Aloud:</u> Fire on the Mountain pages 8, 9 The Good Dog pages 12 - 19 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, and Other Truths About Misunderstood Animals page 30 Plantzilla pages 33, 34 Salmon Creek pages 37, 38 Solomon's Tree pages 41, 42 Terry Fox: A Story of Hope pages 46, 47</p>

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<p>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)</p>	<p><u>Reading Guide</u> pages 8, 17, 28, 30, 50, 54</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 Pirate Lee pages 2 – 6 Magnetic Racetrack page 2 Icebergs! pages 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 and Me pages 34, 35 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 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</p>

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	<p>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 pages 45, 46</p>
<p>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)</p>	<p><u>Reading Guide</u> pages 8, 17, 28, 50</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> <p><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</p> <p><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</p>

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	Solomon's Tree pages 41 - 43 Terry Fox: A Story of Hope pages 45 - 47
<p>Point of View</p> <p>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 pro-nouns 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?"</p>	<p><u>Shared Reading:</u> Big Bad Bertha page 7 I Live in the North page 3 Three Easy Steps to Getting a Dog page 7</p> <p><u>Magazine Shared Reading:</u> The Hoop and Me page 34 There's No One As Slow as Slomona page 12 Think of Tree page 34 Have Your Say page 39</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 3 The Good Dog pages 13, 15</p>
<p>Presentation Strategies</p> <p>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?"</p>	<p><u>Writing Guide:</u> pages 240, 241, 254</p> <p><u>Shared Reading:</u> Big Bad Bertha page 4</p> <p><u>Magazine Shared Reading:</u> The Science of Sport page 31</p> <p><u>Read Aloud:</u> Plantzilla page 34</p>

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Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>2. Speaking to Communicate By the end of Grade 3, students will:</p>	
<p>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)</p>	<p><u>Reading Guide:</u> pages 30, 53, 55, 68, 94, 97, 105, 107, 108, 122, 135, 136, 138, 174, 175</p> <p><u>Writing Guide:</u> pages 21, 35, 55, 66, 67, 70, 83, 94, 97, 109, 123, 240, 241</p> <p><u>Guided Reading:</u> The False Alarm page 3 Dr. Bufflehead Explores Dirt page 3 The New Calf page 2 The Common Loon page 3 Creature Cleaning page 6 Felicity Discovers Electricity page 6 Swimming Lessons page 8 Building a Skyscraper page 6 Caring for a Dragon page 6 Look Inside: Airplane page 2 Lost in the Museum page 7 How a Carousel Came to North Bay page 5 Jason’s Lucky Day page 7 Louis Cyr: Champion of Strongmen page 7 Quiet Tessa page 7 A Fish Learns to Live on the Land page 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</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha pages 3, 6 I Live in the North page 2 Summer Camping in Nova Scotia page 4 Icebergs! Page 5</p> <p><u>Magazine Shared Reading:</u> Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> My Talented Friend page 17 The Eel page 25</p>

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	<p><u>Read Aloud:</u> Fire on the Mountain page 9 Plantzilla page 34 Salmon Creek page 39</p>
<p>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)</p>	<p><u>Reading Guide:</u> pages 63, 68, 94, 97, 112, 122</p> <p><u>Guided Reading:</u> Make Electrostatic Slime page 3 The Flight of the Little Swallow page 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha pages 3, 6 I Live in the North page 2 Summer Camping in Nova Scotia page 4 Icebergs! Page 5</p> <p><u>Magazine Shared Reading:</u> Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> My Talented Friend page 17 The Eel page 25</p> <p><u>Read Aloud:</u> Fire on the Mountain page 9 Plantzilla page 34 Salmon Creek page 39</p>
<p>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)</p>	<p><u>Reading Guide:</u> pages 8, 17, 26, 28, 37, 45, 50, 53, 55, 63, 67, 151, 152, 171, 174</p> <p><u>Guided Reading:</u> Make a Frog! page 7 Make Electrostatic Slime page 3 Felicity Discovers Electricity page 3 Building a Skyscraper page 4 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</p>

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	<p><u>Shared Reading:</u> Big Bad Bertha page 3 Magnetic Racetrack pages 3, 5 Pirate Lee page 6</p> <p><u>Magazine Shared Reading:</u> How to Throw a Frisbee pages 21, 22</p> <p><u>Poetry Shared Reading:</u> Fred page 9</p> <p><u>Read Aloud:</u> Plantzilla page 34 Solomon’s Tree page 42</p>
<p>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)</p>	<p><u>Reading Guide:</u> page 31</p> <p><u>Writing Guide:</u> page 136</p> <p><u>Guided Reading:</u> Felicity Discovers Electricity page 6</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Saskatchewan’s Super Skiers page 27</p> <p><u>Poetry Shared Reading:</u> There’s No One As Slow as Slomona page 13</p>

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<p>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)</p>	<p><u>Reading Guide:</u> page 46</p> <p><u>Writing Guide</u> pages 240, 241</p> <p><u>Guided Reading:</u> The False Alarm page 3 Creature Cleaning page 2 Swimming Lessons page 3 A Fish Learns to Live on the Land page 3</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 2 Big Bad Bertha pages 3, 4, 6, 7 I Live in the North page 3 Pirate Lee pages 2, 4, 5 Icebergs! page 2</p> <p><u>Magazine Shared Reading:</u> I'm Running pages 12, 13 The Hoop and Me pages 34, 35 Have Your Say page 38</p> <p><u>Poetry Shared Reading:</u> Haiku page 5 Fred page 8 The Eel page 20 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> Plantzilla page 34</p>

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<p>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</p>	<p><u>Reading Guide:</u> pages 14 <u>Writing Guide:</u> pages 240, 241</p> <p><u>Guided Reading:</u> A Fish Learns to Live on Land page 5</p> <p><u>Read Aloud:</u> Plantzilla page 34</p>
<p>Visual Aids 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artifacts) to support or enhance oral presentations (e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes)</p>	<p><u>Reading Guide:</u> pages 45, 46, 62, 175</p> <p><u>Guided Reading:</u> Hare and Turtle: Two Pourquoi Tales pages 6, 8 The Common Loon page 3 Creature Cleaning page 6 Help a Wild Animal in Need page 3 Caring for a Dragon page 6 Hungry Plants pages 6, 8 Look Inside: Airplane page 6 Lost in the Museum page 6 Jason’s Lucky Day page 7 The Legend of the Dreamcatcher page 3 The Mammoth Cheese: A True Story page 7 Avalanche! page 6 African Elephants: Built Big page 6 Design Your Own Car page 6 Moon Cruiser page 7</p> <p><u>Shared Reading:</u> Three Easy Steps to Getting a Dog page 7</p> <p><u>Poetry Shared Reading:</u> My Talented Friend page 17 The Eel page 22</p>

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<p>3. Reflecting on Oral Communication Skills and Strategies By the end of Grade 3, students will:</p>	
<p>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?"</p>	<p><u>Reading Guide:</u> page 94</p> <p><u>Guided Reading:</u> Make a Frog! page 4 Swimming Lessons pages 2, 6 Caring for a Pet Dragon page 3 Avalanche! page 3 Isabella, Princess of the Pens page 3 Steven Write a Story page 3</p> <p><u>Poetry Shared Reading:</u> Fred page 9 There's No One As Slow as Slomona page 13</p> <p><u>Read Aloud:</u> Perfect Man pages 25 – 27 Salmon Creek page 37 Solomon's Tree page 41 Terry Fox: A Story of Hope page 45</p>
<p>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?"</p>	<p><u>Reading Guide:</u> pages 53, 68, 94, 97</p> <p><u>Guided Reading:</u> Make a Frog! page 6 Hare and Turtle: Two Pourquoi Tales page 4 How Do Fish Swim? page 3 A Fish Learns to Live on the Land page 4</p> <p><u>Shared Reading:</u> Big Bad Bertha page 3</p> <p><u>Read Aloud:</u> Plantzilla page 34</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>Reading By the end of Grade 3, students will:</p>	
<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p>	<p>Reading Guide pages 7 – 12, 18, 24 – 31, 34, 35, 37 – 44, 46, 50 – 52, 54, 62, 74, 81 – 83, 94, 96, 108, 120, 124, 135, 148, 153, 170, 180, 181</p> <p>All Guided Reading Books All Shared Reading Books All articles in the Let’s Celebrate Magazine All poems in the Poetry Collection All Read Aloud Books</p>
<p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p>	<p><u>Reading Guide:</u> 27, 28, 48, 54, 74, 149, 150, 169, 177</p> <p><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</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Shared Reading:</u> Thank You, Mr. T! pages 2, 4, 7 Big Bad Bertha page 2 Three Easy Steps to Getting a Dog pages 2, 4, 7 Summer Camping in Nova Scotia pages 2, 6 Pirate Lee pages 2, 6 Icebergs! pages 2 - 4</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 2 Sporty Facts page 9 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 31 The Hoop & Me page 34 Have Your Say page 38</p> <p><u>Poetry Shared Reading:</u> Haiku page 5 There's No One As Slow as Slomona pages 12, 13 Sky Net page 29 My Cat/dog page 39 The Great Frog Race page 47 Think of Tree page 55 Dreaming/Night Game page 59 A Corner of Bread page 63 When I Read page 67</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 3 Fire on the Mountain page 7 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 page 29 Salmon Creek page 37 Terry Fox: A Story of Hope page 47</p>

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
3. use knowledge of words and cueing systems to read fluently;	<p><u>Reading Guide:</u> pages 30, 46, 52, 169, 176, 177</p> <p><u>Working with Words:</u> pages 8, 10 – 14, 18 - 20, 25 – 145, 151</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

	<p><u>Guided Reading:</u> 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 3, 4, 6 Make Electrostatic Slime pages 2, 3 The New Calf pages 2, 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 pages 2, 8 Building a Skyscraper page 4 Caring for a Pet Dragon pages 5, 7 The Gran Plan page 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, 7 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, 7 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> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 6 – 8</p>
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Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p>Big Bad Bertha pages 3, 6 - 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, 5, 7 Icebergs! pages 6, 7</p> <p><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 The Science of Sport page 31 Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 There's No One As Slow as Slomona page 13 My Talented Friend pages 16, 17 The Eel page 22 What I Found page 25 Accidentally pages 32 - 34 My Cat/dog pages 37, 39 The Great Frog Race pages 46, 47 Ice Cycle pages 50, 51 Think of Tree pages 54, 56 A Corner of Bread page 62 When I Read pages 66, 67</p>
<p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	<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> 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</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p>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> Big Bad Bertha pages 2, 3 Three Easy Steps to Getting a Dog page 5</p>
<p>1. Reading for Meaning By the end of Grade 3, students will:</p>	
<p>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)</p>	<p>Reading Guide pages 34, 38 – 44, 62, 81, 170, 180, 181</p> <p>All Guided Reading Books All Shared Reading Books All articles in the Let’s Celebrate Magazine All poems in the Poetry Collection All Read Aloud Books</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Reading Guide:</u> pages 24, 46, 54, 65, 74, 94, 120, 165 - 176</p> <p>All Guided Reading Books All Shared Reading Books All articles in the Let’s Celebrate Magazine All poems in the Poetry Collection All Read Aloud Books</p>
<p>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)</p>	<p><u>Reading Guide:</u> pages 7 – 12, 25- 29, 50 – 52, 82 – 83</p> <p>All Guided Reading Books All Shared Reading Books All articles in the Let’s Celebrate Magazine All poems in the Poetry Collection All Read Aloud Books</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Reading Guide</u> pages 25 – 27, 35, 37, 63, 96, 124, 148</p> <p><u>Guided Reading:</u> A Fine Day on the Lake page 3 The False Alarm page 6 Hare and Turtle: Two Pourquoi Tales page 3 The New Calf page 7 The Common Loon page 3 Felicity Discovers Electricity page 6 Help a Wild Animal in Need page 3 Swimming Lessons pages 4, 5 The Gran Plan page 6 Lost in the Museum page 4 How a Carousel Came to North Bay page 4 How Do Fish Swim? page 5 Jason’s Lucky Day page 4 The Mammoth Cheese: A True Story page 4 Quiet Tessa page 4 A Fish Learns to Live on the Land page 4 Avalanche! Page 6 Bryce on Track page 4 Vicki Keith: Queen of the Lakes page 4 Moon Cruiser page 6</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 3 Big Bad Bertha page 3 Pirate Lee page 3</p> <p><u>Read Aloud:</u> The Librarian of Basra page 23 Plantzilla page 34</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><u>Reading Guide</u> pages 28, 50, 96, 120, 172</p> <p><u>Guided Reading:</u> A Fine Day page 3 The False Alarm pages 2, 3, 5, 6 Dr. Bufflehead Explores Dirt page 3 Hare and Turtle: Two Pourquoi Tales page 2 Make Electrostatic Slime page 3 The New Calf page 5 Creature Cleaning page 5 Swimming Lessons pages 2, 3, 5, 6, 8 The Gran Plan pages 3, 6 Look Inside: Airplane page 5 Lost in the Museum pages 4, 5 How a Carousel Came to North Bay pages 2, 3, 6 How Do Fish Swim? page 2 The Legend of the Dreamcatcher pages 2, 3 Louis Cyr: Champion of Strongmen pages 2, 3, 5 Bryce on Track pages 2, 6 Steven Writes a Story page 5 Song Lei in a New Land pages 2 – 5, 7 The Flight of the Little Swallow pages 2 – 8 Diver: The Leatherback Sea Turtle pages 5, 6 Moon Cruiser page 5</p> <p><u>Shared Reading:</u> Thank You, Mr. T! pages 5, 6 Big Bad Bertha pages 2, 3, 6 I Live in the North page 3 Three Easy Steps to Getting a Dog pages 3, 4 Summer Camping in Nova Scotia pages 2 – 4 Pirate Lee pages 2 – 4, 6</p> <p><u>Magazine Shared Reading:</u> I'm Running pages 12, 13 Lacrosse: The Sport of a Nation pages 16, 17 Saskatchewan's Super Skiers page 26 The Hoop & Me pages 34, 35</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 My Talented Friend pages 16, 17 The Eel pages 20, 21 What I Found pages 24, 25</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p>Sky Net page 28 Accidentally pages 32 - 34 My Cat/dog page 38 Sidewalk Singer pages 42, 43 The Great Frog Race page 46 Ice Cycle page 50 Think of Tree pages 54, 55 dreaming/Night Game page 59 A Corner of Bread pages 62, 63 When I Read page 66</p> <p><u>Read Aloud:</u> Fire on the Mountain pages 8, 9 The Good Dog pages 12 – 19 The Librarian of Basra: A True Story from Iraq pages 21, 22 Perfect Man pages 25, 26 Plantzilla pages 33, 34 Salmon Creek pages 37, 38 Solomon’s Tree pages 41 - 43</p>
<p>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?"</p>	<p><u>Reading Guide</u> pages 28, 30, 50, 54, 55, 62, 73</p> <p><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 Jason’s Lucky Day pages 2, 4, 7</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p>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 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 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</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p>The Eel page 20 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>
<p>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?"</p>	<p><u>Reading Guide:</u> pages 28, 31, 50, 96, 172</p> <p><u>Guided Reading:</u> Make a Frog! pages 2 – 4 East Coast Boats: The Busy Halifax Harbour pages 2- 6 Hare and Turtle: Two Pourquoi Tales pages 2 – 5 Make Electrostatic Slime pages 2, 3 Bicycle Owner's Manual pages 2 – 5 The Common Loon pages 2, 3 Creature Cleaning pages 2- 6 See the Sea Few Ever See! page 3 Swimming Lessons page 4 Building a Skyscraper pages 2, 3, 5, 6 The Gran Plan page 2 Hungry Plants pages 2 – 6 Look Inside: Airplane pages 2 – 5 Lost in the Museum page 6 Nipissing and Nipigon: Baby Beavers Grow Up pages 4 – 7</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p>Jason’s Lucky Day pages 3, 5 – 7 Louis Cyr: Champion of Strongmen pages 4, 5 The Mammoth Cheese: A True Story pages 2, 3, 5, 6 Quiet Tessa pages 2 – 6 A Fish Learns to Live on the Land pages 3 – 5 Avalanche! pages 3 – 5 Bryce on Track pages 4 – 6 Digging for Dinosaurs! pages 2, 3 Isabella, Princess of the Pens pages 4 – 6 Steven Writes a Story page 4 Vicki Keith: Queen of the Lakes page 3 African Elephants: Built BIG pages 2, 3, 5, 6 Into the Bears’ Den pages 3, 5 Moon Cruiser pages 2, 3, 5 – 7 What Makes a Planet a Planet? pages 2, 3, 5</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 – 5, 7 Magnetic Racetrack pages 4, 6 Pirate Lee pages 2, 3 Icebergs! pages 2 – 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3, 4 Sporty Facts page 8 The Science of Sport pages 30, 31 Have Your Say pages 38, 39</p> <p><u>Poetry Shared Reading:</u> There’s No One As Slow as Slomona page 12 The Eel pages 20, 21 My Cat/dog pages 37, 38</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful pages 3, 4 The Good Dog pages 13, 15, 16, 17 Salmon Creek page 38 Solomon’s Tree pages 41, 43 Terry Fox: A Story of Hope pages 45 - 47</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>Responding to and Evaluating Texts</p> <p>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)</p> <p>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?"</p>	<p><u>Reading Guide:</u> pages 18, 29, 51, 94, 96, 108, 135, 153</p> <p><u>Guided Reading:</u></p> <p>Make a Frog! page 6</p> <p>Hare and Turtle: Two Pourquoi Tales pages 3, 5</p> <p>The New Calf page 6</p> <p>Help a Wild Animal in Need pages 2, 3</p> <p>See the Sea Few Ever See! page 2</p> <p>Swimming pages 5, 6</p> <p>Caring for a Pet Dragon pages 2, 4 – 6</p> <p>The Gran Plan pages 2, 4 – 6</p> <p>Look Inside: Airplane page 3</p> <p>Lost in the Museum page 7</p> <p>Nipissing and Nipigon: Baby Beavers Grow Up page 7</p> <p>The Legend of the Dreamcatcher page 3</p> <p>Louis Cyr: Champion of Strongmen pages 5 – 7</p> <p>The Mammoth Cheese: A True Story page 8</p> <p>A Fish Learns to Live on the Land page 3</p> <p>Avalanche! page 6</p> <p>Bryce on Track page 7</p> <p>Isabella, Princess of the Pens pages 4, 5</p> <p>Steven Writes a Story page 6</p> <p>Into the Bears' Den page 6</p> <p>Song Lei in a New Land page 6</p> <p>Design Your Own Car pages 3, 4, 6</p> <p>Moon Cruiser pages 2, 7</p> <p>What Makes a Planet a Planet? pages 3, 5, 7</p> <p><u>Shared Reading:</u></p> <p>Thank You, Mr. T! pages 3, 4, 6, 7</p> <p>Big Bad Bertha pages 4 – 7</p> <p>I Live in the North page 3</p> <p>Three Easy Steps to Getting a Dog pages 6, 7</p> <p>Summer Camping in Nova Scotia pages 3 – 6</p> <p>Magnetic Racetrack page 6</p> <p><u>Magazine Shared Reading:</u></p> <p>Be a Sport! Introduction page 3</p> <p>Sporty Facts page 8</p> <p>I'm Running page 13</p> <p>Lacrosse: The Sport of a Nation page 18</p> <p>Saskatchewan's Super Skiers page 26</p> <p>Have Your Say page 39</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Poetry Shared Reading:</u> Haiku page 5 There's No One as Slow as Slomona page 13 My Talented Friend page 17 The Eel page 21 Sky Net page 29 The Great Frog Race page 47 Ice Cycle page 51 Think of Tree page 55 Dreaming/Night Game page 59 When I Read page 67</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful pages 3, 4 Fire on the Mountain page 9 The Good Dog pages 13, 15, 17 – 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 29 Plantzilla pages 33, 34</p>
<p>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?"</p>	<p><u>Reading Guide:</u> page 29, 51</p> <p><u>Guided Reading:</u> The Gran Plan page 5 Louis Cyr: Champion of Strongmen page 7 Quiet Tessa page 6</p> <p><u>Shared Reading:</u> Big Bad Bertha page 7 I Live in the North page 3 Three Easy Steps to Getting a Dog page 7</p> <p><u>Magazine Shared Reading:</u> The Hoop and Me page 34 There's No One As Slow as Slomona page 12 Think of Tree page 34 Have Your Say page 39</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 3 The Good Dog pages 13, 15</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>2. Understanding Form and Style By the end of Grade 3, students will:</p>	
<p>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)</p>	<p><u>Reading Guide:</u> pages 48, 54, 149, 150</p> <p><u>Guided Reading:</u> Make a Frog! page 2 Hare and Turtle: Two Pourquoi Tales pages 2, 5, 7 Bicycle Owner’s Manual 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 The Gran Plan page 7 Look Inside: Airplane page 2 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen page 2 Quiet Tessa page 7 A Fish Learns to Live on the Land pages 2, 6 Avalanche! page 2 Bryce on Track page 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 page 2 Moon Cruiser page 2 What Makes a Planet a Planet? page 2</p> <p><u>Shared Reading:</u> Big Bad Bertha page 2 Summer Camping in Nova Scotia page 2</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 2 Saskatchewan’s Super Skiers page 25 The Hoop & Me page 34 Have Your Say page 38</p> <p><u>Poetry Shared Reading:</u> Haiku page 5 Sky Net page 29 My Cat/dog page 39 The Great Frog Race page 47 Think of Tree page 55 Dreaming/Night Game page 59 When I Read page 67</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Read Aloud:</u> Fire on the Mountain page 7</p>
<p>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?"</p>	<p><u>Reading Guide:</u> page 28</p> <p><u>Guided Reading:</u> Bicycle Owner's Manual page 5 Caring for a Pet Dragon pages 4, 5 How Do Fish Swim? page 2 Into the Bears' Den page 3 Moon Cruiser page 2 What Makes a Planet a Planet? page 4</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 4</p> <p><u>Magazine Shared Reading:</u> Sporty Facts page 9 How to Throw a Frisbee page 22 Saskatchewan's Super Skiers page 25</p>
<p>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?"</p>	<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>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><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</p> <p><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</p> <p><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</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Reading Guide:</u> pages 169, 177</p> <p><u>Working With Words:</u> pages 126 - 132</p> <p><u>Guided Reading:</u> A Fine Day on the Lake page 2</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page2 Summer Camping in Nova Scotia page 6 Pirate Lee page 2 Icebergs! page 2</p> <p><u>Magazine Shared Reading:</u> The Science of Sport page 31</p> <p><u>Poetry Shared Reading:</u> There's No One As Slow as Slomona pages 12, 13 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>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>3. Reading With Fluency By the end of Grade 3, students will: Reading Familiar Words</p>	
<p>3.1 automatically read and 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)</p>	<p><u>Reading Guide:</u> pages 52, 169, 176, 177</p> <p><u>Working with Words:</u> pages 8, 18, 19, 25 – 41, 133, 137 – 145, 151</p> <p><u>Guided Reading:</u> Hare and Turtle: Two Pourquoi Tales page 3</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha page 7 Icebergs! page 7</p> <p><u>Magazine Shared Reading:</u> Lacrosse: The Sport of a Nation page 18 The Science of Sport page 31 Have Your Say page 40</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 My Cat/dog page 39 Ice Cycle pages 50, 51</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>Reading Unfamiliar Words</p> <p>3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:</p> <ul style="list-style-type: none"> • 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) <p>Teacher prompt (for cross-checking of cues): "Does the word sound right and make sense given your understanding of the text?"</p>	<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>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><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</p> <p><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</p> <p><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</p>
<p>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)</p>	<p><u>Reading Guide:</u> pages 30, 46</p> <p><u>Guided Reading:</u> Swimming Lessons page 8 The Gran Plan page 7 Jason's Lucky Day page 7 Quiet Tessa page 7</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 3, 6, 7 Three Easy Steps to Getting a Dog page 7 Pirate Lee pages 4, 5</p> <p><u>Magazine Shared Reading:</u> I'm Running page 13 The Science of Sport page 31</p> <p><u>Poetry Shared Reading:</u> Haiku page 4 My Talented Friend page 16 Accidentally pages 32, 33</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	My Cat/dog page 37 The Great Frog Race pages 46, 47 Ice Cycle page 51 Think of Tree page 54 A Corner of Bread page 62 When I Read pages 66, 67
4. Reflecting on Reading Skills and Strategies By the end of Grade 3, students will:	
<p>Metacognition</p> <p>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</p> <p>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?"</p>	<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> 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 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 Lost in the Museum pages 4, 6 How a Carousel Came to North Bay pages 3 – 5 Jason's Lucky Day page 3 Louis Cyr: Champion of Strongmen page 3 Quiet Tessa pages 2, 5 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> Big Bad Bertha page 3 Three Easy Steps to Getting a Dog page 5</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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</p> <p>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?"</p>	<p><u>Reading Guide:</u> pages 15, 19</p> <p><u>Guided Reading:</u> Hare and Turtle: Two Pourquoi Tales page 2 Look Inside: Airplane pages 2, 5 How Do Fish Swim? page 3 Bryce On Track page 2</p> <p><u>Shared Reading:</u> Big Bad Bertha page 2</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>Writing</p>	
<p>By the end of Grade 3, students will:</p>	
<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p>	<p><u>Writing Guide:</u> pages 15 - 18, 25, 34, 41, 46, 48, 52, 63, 64, 71, 74, 76, 85, 91, 92, 95, 99, 103, 104, 108, 116, 112, 118, 126, 132, 141, 156 – 159, 161 – 175, 183, 192, 193</p> <p><u>Guided Reading:</u></p> <p>The False Alarm page 6 Make a Frog! page 7 Dr. Bufflehead Explores Dirt page 3 East Coast Boats: The Busy Halifax Harbour pages 6, 7 Hare and Turtle: Two Pourquoi Tales pages 5, 6 Make Electrostatic Slime page 3 Bicycle Owner’s Manual page 6 The Common Loon page 3 Creature Cleaning page 6 Felicity Discovers Electricity page 6 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Building a Skyscraper page 6 Caring for a Pet Dragon page 6 The Gran Plan pages 6, 7 Hungry Plants page 6 Look Inside: Airplane page 6 Lost in the Museum page 6 Nipissing and Nipigon: Baby Beavers Grow Up page 7 How a Carousel Came to North Bay pages 5, 7 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 6 Avalanche! page 6 Bryce on Track page 7 Digging for Dinosaurs! page 3 Isabella, Princess of the Pens page 7 Steven Writes a Story page 6 Vicki Keith: Queen of the Lakes pages 6, 7 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</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p>Design Your Own Car page 6 Diver: The Leatherback Sea Turtle page 7 Moon Cruiser page 7 What Makes a Planet a Planet? 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 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</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>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Read Aloud:</u> Bats! Strange and Wonderful page 4 Pigs Aren't Dirty, Bears Aren't Slow, and Other Truths About Misunderstood Animals page 30 Plantzilla page 34 Salmon Creek page 38 Solomon's Tree page 42 Terry Fox: A Story of Hope page 47</p>
<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p>	<p><u>Writing Guide:</u> pages 7, 8, 19, 25 - 28, 36 -140, 145, 164, 173, 180 - 211, 252</p> <p><u>Working With Words:</u> pages 129 - 131</p> <p><u>Guided Reading:</u> The False Alarm page 6 Make a Frog! page 7 East Coast Boats: The Busy Halifax Harbour page 6 Bicycle Owner's Manual page 6 The Common Loon page 3 Creature Cleaning page 6 Felicity Discovers Electricity page 6 See the Sea Few Ever See! page 3 Caring for a Dragon page 6 Look Inside: Airplane page 6 Lost in the Museum 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 Avalanche! page 6 Vicki Keith: Queen of the Lakes page 7 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 Diver: The Leatherback Sea Turtle page 7 What Makes a Planet a Planet? page 7</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha page 8 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 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</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 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><u>Read Aloud:</u> Bats! Strange and Wonderful page 4 The Good Dog page 19 Pigs Aren't Dirty, Bears Aren't Slow, and Other Truths About Misunderstood Animals page 30 Plantzilla page 35 Terry Fox: A Story of Hope page 47</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p>	<p><u>Reading Guide:</u> pages 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 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>
<p>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.</p>	<p><u>Writing Guide:</u> pages 38 – 42, 55, 56, 59, 70, 73, 83, 86, 97, 100, 110, 113, 124, 127, 139, 142, 153 - 157</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>1. Developing and Organizing Content By the end of Grade 3, students will:</p>	
<p>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?"</p>	<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>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><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</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>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)</p>	<p><u>Writing Guide:</u> pages 17, 34, 46, 76, 91, 95, 103, 116, 132, 156 – 159</p> <p><u>Guided Reading:</u> Make a Frog! page 7 Hare and Turtle: Two Pourquoi Tales page 6 Bicycle Owner's Manual page 6 Creature Cleaning page 6 See the Sea Few Ever See! page 3 Look Inside: Airplane page 6</p> <p><u>Shared Reading:</u> Big Bad Bertha page 8 Three Easy Steps to Getting a Dog page 7</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Saskatchewan’s Super Skiers pages 27 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 My Cat/dog page 40 The Great Frog Race page 47 Ice Cycle page 52 Dreaming/Night Game page 60</p>
<p>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)</p>	<p><u>Writing Guide:</u> pages 17, 18, 41, 48, 52, 63, 95, 104, 108, 118, 164 – 168</p> <p><u>Guided Reading:</u> Creature Cleaning page 6 Hungry Plants page 6 Lost in the Museum page 6</p> <p><u>Shared Reading:</u> Three Easy Steps to Getting a Dog page 7</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 page 32 Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> Fred page 10 My Talented Friend page 17 Accidentally page 34 Sidewalk Singer page 43 Think of Tree page 56 Dreaming/Night Game page 60</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Writing Guide:</u> pages 17, 52, 63, 92, 169 - 175</p> <p><u>Guided Reading:</u> Make a Frog! page 7 Dr. Bufflehead Explores Dirt page 3 East Coast Boats: The Busy Halifax Harbour page 6 Hare and Turtle: Two Pourquoi Tales page 5 Bicycle Owner’s Manual page 6 The Common Loon page 3 Felicity Discovers Electricity page 6 See the Sea Few Ever See! page 3 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 page 6 Nipissing and Nipigon: Baby Beavers Grow Up page 7 How a Carousel Came to North Bay page 7 How Do Fish Swim? page 7 The Legend of the Dreamcatcher page 3 Louis Cyr: Champion of Strongmen page 7 Quiet Tessa page 7 A Fish Learns to Live on the Land page 6 Bryce on Track page 7 Digging for Dinosaurs! page 3 Isabella, Princess of the Pens page 7 Steven Writes a Story page 6 Vicki Keith: Queen of the Lakes pages 6, 7 African Elephants: Built Big page 6 Into the Bears’ Den page 6 Design Your Own Car page 6 Diver: The Leatherback Sea Turtle page 7 Moon Cruiser page 7 What Makes a Planet a Planet? page 7</p> <p><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</p> <p><u>Magazine Shared Reading:</u> I’m Running page 13 The Science of Sport page 32</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Poetry Shared Reading:</u> My Talented Friend page 17 The Eel page 22 What I found page 25 Accidentally page 34 Ice Cycle page 52 Dreaming/Night Game page 60</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 4 Plantzilla page 34 Salmon Creek page 38</p>
<p>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)</p>	<p><u>Writing Guide:</u> pages 64, 71, 74, 85, 99, 112, 126, 141, 175</p> <p><u>Guided Reading:</u> The False Alarm page 6 Make a Frog! page 7 Hare and Turtle: Two Pourquoi Tales page 6 Make Electrostatic Slime page 3 The New Calf page 4 The Common Loon page 3 Felicity Discovers Electricity page 6 Building a Skyscraper page 6 The Gran Plan page 6 Nipissing and Nipigon: Baby Beavers Grow Up page 7 How a Carousel Came to North Bay page 5 How Do Fish Swim? page 7 Digging for Dinosaurs! page 3 Design Your Own Car page 6</p> <p><u>Shared Reading:</u> I Live in the North page 4</p> <p><u>Read Aloud:</u> Pigs Aren't Dirty, Bears Aren't Slow, and Other Truths About Misunderstood Animals page 30 Plantzilla page 34 Solomon's Tree page 42 Terry Fox: A Story of Hope page 47</p>

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Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>Review</p> <p>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)</p>	<p><u>Writing Guide</u>: pages 183, 192</p> <p><u>Guided Reading</u>: Hungry Plants page 6 African Elephants: Built BIG page 6</p> <p><u>Magazine Shared Reading</u>: Saskatchewan’s Super Skiers pages 27 The Science of Sport page 32 Have Your Say page 40</p> <p><u>Poetry Shared Reading</u>: My Talented Friend page 17 Dreaming/Night Game page 60</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>2. Using Knowledge of Form and Style in Writing By the end of Grade 3, students will:</p>	
<p>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)</p>	<p><u>Writing Guide:</u> pages 25, 26, 36 – 139</p> <p><u>Guided Reading:</u> The False Alarm page 6 Make a Frog! page 7 East Coast Boats: The Busy Halifax Harbour page 6 Bicycle Owner’s Manual page 6 The Common Loon page 3 Creature Cleaning page 6 See the Sea Few Ever See! page 3 Caring for a Dragon page 6 Look Inside: Airplane page 6 How Do Fish Swim page 7 Jason’s Lucky Day page 7 Louis Cyr: Champion of Strongmen page 7 The Mammoth Cheese: A True Story page 7 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 What Makes a Planet a Planet? page 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Big Bad Bertha page 8 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 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</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
	<p><u>Poetry Shared Reading:</u> Haiku page 5 Fred page 10 There's No One As Slow as Slomona page 13 The Eel page 22 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><u>Read Aloud:</u> Bats! Strange and Wonderful page 4 The Good Dog page 19 Pigs Aren't Dirty, Bears Aren't Slow, and Other Truths About Misunderstood Animals page 30 Plantzilla page 35</p>
<p>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)</p>	<p><u>Writing Guide:</u> pages 25, 60, 164</p> <p><u>Guided Reading:</u> The False Alarm page 6 Building a Skyscraper page 6 The Legend of the Dreamcatcher page 3 Avalanche! page 6 Vicki Keith: Queen of the Lakes page 7 Song Lei in a New Land page 8 The Flight of the Little Swallow page 8 Diver: The Leatherback Sea Turtle page 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 7</p> <p><u>Magazine Shared Reading:</u> Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> My Talented Friend page 17 A Corner of Bread page 64 When I Read page 67</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

	<p><u>Read Aloud:</u> Bats! Strange and Wonderful page 4 Terry Fox: A Story of Hope page 47</p>
Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Writing Guide:</u> pages 49, 187</p> <p><u>Working With Words:</u> pages 129 - 131</p> <p><u>Guided Reading:</u> Felicity Discovers Electricity page 6 Lost in the Museum page 7 How a Carousel Came to North Bay page 5 The Mammoth Cheese: A True Story page 7</p> <p><u>Magazine Shared Reading:</u> I'm Running page 13</p> <p><u>Poetry Shared Reading:</u> Accidentally page 34</p>
<p>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)</p>	<p><u>Writing Guide:</u> pages 7, 27, 50, 51, 57, 71, 84, 93, 94, 96, 98, 107, 111, 125, 145, 173, 180, 186, 204 – 206, 208 – 210</p> <p><u>Guided Reading:</u> Felicity Discovers Electricity page 6</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><u>Writing Guide:</u> page 25</p> <p><u>Guided Reading:</u> Caring for a Pet Dragon page 6 African Elephants: Built BIG page 6 Diver: The Leatherback Sea Turtle page 7</p> <p><u>Shared Reading:</u> Thank You, Mr. T! page 7 Three Easy Steps to Getting a Dog page 7 Summer Camping in Nova Scotia page 7</p> <p><u>Magazine Shared Reading:</u> Have Your Say page 40</p> <p><u>Poetry Shared Reading:</u> My Talented Friend page 17 A Corner of Bread page 64 When I Read page 67</p> <p><u>Read Aloud:</u> Bats! Strange and Wonderful page 4 Terry Fox: A Story of Hope page 47</p>
<p>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?"</p>	<p><u>Writing Guide:</u> pages 7, 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</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><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</p>
<p>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</p>	<p><u>Writing Guide</u>: pages 7, 18, 28, 41, 42, 49, 53, 57, 64, 68, 69, 71, 78, 79, 82, 84, 92, 95, 98, 105, 108, 111, 118, 119, 122, 125, 134, 137, 140, 180 – 191, 252</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively By the end of Grade 3, students will:</p>	
<p>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)</p>	<p><u>Reading Guide:</u> pages 169, 176. 177</p> <p><u>Working With Words:</u> pages 8, 18, 19, 25 – 40, 137 – 145, 151</p> <p><u>Guided Reading:</u> 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>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Writing Guide</u>: page 134, 135, 184, 185</p> <p><u>Working With Words</u>: pages 8, 9, 20, 41 – 75</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Writing Guide:</u> 8, 28, 41, 55, 80, 96, 107, 123, 138, 214</p> <p><u>Guided Reading:</u> The Common Loon page 2 Creature Cleaning page 2 Felicity Discovers Electricity page 3 Hungry Plants pages 2, 3 Lost in the Museum page 7 Jason’s Lucky Day page 2 Avalanche! pages 2, 3 African Elephants: Built BIG page 4 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> I Live in the North page 2 Pirate Lee page 4</p> <p><u>Poetry Shared Reading:</u> Fred page 8</p>
<p>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</p>	<p><u>Writing Guide:</u> pages 20, 28, 29, 41, 42, 51, 55, 57, 66, 69, 71, 80, 84, 94, 96, 98, 107, 109, 111, 120, 123, 125, 135, 140, 212 – 231, 252, 253, 256, 257</p>
<p>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;</p>	<p><u>Writing Guide:</u> pages 7, 27, 49, 50, 55, 64, 71, 84, 87, 101, 111, 114, 140, 185 – 187, 202 - 206</p> <p><u>Working With Words Guide:</u> pages 126 – 131</p> <p><u>Guided Reading:</u> Felicity Discovers Electricity page 6</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy
Place for the Early Years (Grade 3)**

action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)	
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Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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)</p>	<p><u>Writing Guide:</u> pages 8, 14, 20, 28, 39, 41, 42, 51, 57, 66, 69, 71, 80, 82, 84, 94, 96, 98, 107, 109, 111, 120, 123, 125, 135, 138, 140, 212 - 231</p>
<p>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)</p>	<p><u>Writing Guide:</u> pages 20, 21, 51, 51, 66, 67, 97, 98, 107, 138, 232 -241</p> <p><u>Guided Reading:</u> The False Alarm page 6 Make a Frog! page 7 East Coast Boats: They Busy Halifax Harbour page 6 Bicycle Owner’s Manual page 6 Help a Wild Animal in Need page 3 Building a Skyscraper page 6 Look Inside: Airplane page 5 How Do Fish Swim? page 7 Design Your Own Car page 6</p> <p><u>Magazine Shared Reading:</u> Sporty Facts page 9 Lacrosse: The Sport of a Nation page 18 Have Your Say page 40</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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</p>	<p><u>Writing Guide</u>: pages 20, 21, 51, 51, 66, 67, 97, 98, 107, 138, 232 -241</p>
<p>4. Reflecting on Writing Skills and Strategies By the end of Grade 3, students will:</p>	
<p>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?"</p>	<p><u>Writing Guide</u>: pages 38 – 42, 56, 59, 70, 73, 83, 86, 97, 100, 110, 113, 124, 139, 142</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><u>Writing Guide</u>: pages 39 – 42, 55, 56, 59, 70, 73, 83, 86, 97, 100, 110, 113, 121, 124, 127, 139, 142</p>
<p>Portfolio 4.3 select pieces of writing that they think show their best work and explain the reasons for their selection</p>	<p><u>Writing Guide</u>: pages 153 - 157</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>MEDIA LITERACY</p>	
<p>By the end of Grade 3, students will:</p>	
<p>1. demonstrate an understanding of a variety of media texts;</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Make Electrostatic Slime page 2 Bicycle Owner’s Manual page 2 Help a Wild Animal in Need page 2 See the Sea Few Ever See page 2 Caring for a Pet Dragon page 2 Look Inside: Airplane page 2 Digging for Dinosaurs! page 2 Moon Cruiser page 2</p> <p><u>Shared Reading:</u> Big Bad Bertha page 2</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 3 Sport Facts page 8 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 Have Your Say page 38</p>
<p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Make Electrostatic Slime page 2 Bicycle Owner’s Manual pages 2, 5 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 Look Inside: Airplane pages 2, 4, 5 Digging for Dinosaurs! page 2 Moon Cruiser pages 2, 4</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 2, 3</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3 - 5 Lacrosse: The Sport of a Nation pages 15 - 17 How to Throw a Frisbee pages 21, 22</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

	<p>Saskatchewan’s Super Skiers page 26 The Science of Sport page 30 Have Your Say page 38</p>
Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p><u>Reading Guide:</u> pages 180 - 182 <u>Guided Reading:</u> Bicycle Owner’s Manual page 6 Help a Wild Animal in Need pages 2, 3 See the Sea Few Ever See! page 3 Caring for a Pet Dragon page 2 Building a Skyscraper page 6 Look Inside: Airplane pages 5, 6 The Gran Plan page 7 Lost in the Museum page 7 How a Carousel Came to North Bay page 6 Louis Cyr: Champion of Strongmen page 7 Vicki Keith: Queen of the Lakes page 6 Design Your Own Car page 6 Moon Cruiser page 7</p> <p><u>Shared Reading:</u> Summer Camping in Nova Scotia page 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 4, 5 Sporty Facts page 9 Saskatchewan’s Super Skiers page 27 Have Your Say page 38</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Overall Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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</p>	<p><u>Reading Guide:</u> pages 180 -182</p> <p><u>Writing Guide:</u> pages 55, 59, 70, 72, 83, 86, 100, 110, 113, 124, 127, 139, 142</p> <p><u>Guided Reading:</u> Vicki Keith: Queen of the Lakes page 6 Design Your Own Car page 6 Moon Cruiser page 7</p>
Specific Expectations	
<p>1. Understanding Media Texts By the end of Grade 3, students will:</p>	
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Bicycle Owner's Manual page 6 Help a Wild Animal in Need page 2 See the Sea Few Ever See! page 3 Caring for a Pet Dragon page 2</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 4 Have Your Say page 38</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Make Electrostatic Slime page 3 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Caring for a Pet Dragon pages 2, 4, 5 Look Inside: Airplane pages 3, 5 Moon Cruiser pages 2, 3, 5, 7</p> <p><u>Shared Reading:</u> Big Bad Bertha page 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3, 4 Sport Facts page 8 Lacrosse: The Sport of a Nation pages 16, 18 Saskatchewan's Super Skiers page 26</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>Responding to and Evaluating Texts</p> <p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Bicycle Owner's Manual pages 2, 5 Help a Wild Animal in Need pages 2, 3 See the Sea Few Ever See! pages 2, 3 Caring for a Pet Dragon pages 2, 4, 5 Look Inside: Airplane pages 2, 4 Moon Cruiser pages 2, 3, 5, 7</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 2, 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 3 Sport Facts page 8 Lacrosse: The Sport of a Nation pages 16, 18 Saskatchewan's Super Skiers page 26 Have Your Say page 39</p>
<p>Audience Responses</p> <p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Bicycle Owner's Manual page 6</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Help a Wild Animal in Need page 3 Moon Cruiser pages 4, 7</p> <p><u>Shared Reading:</u> Big Bad Bertha page 7</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 3 Lacrosse: The Sport of a Nation page 16 Have Your Say page 38</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Moon Cruiser page 3</p> <p><u>Magazine Shared Reading:</u> Be a Sport ! Introduction pages 3, 4</p>
<p>2. Understanding Media Forms, Conventions, and Techniques By the end of Grade 3, students will:</p>	
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Make Electrostatic Slime page 2 Bicycle Owner's Manual 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 Look Inside: Airplane pages 2, 4, 5 Digging for Dinosaurs! page 2 Moon Cruiser pages 2, 4</p> <p><u>Shared Reading:</u> Big Bad Bertha pages 2, 3</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction pages 3 - 5 Lacrosse: The Sport of a Nation pages 15, 16 How to Throw a Frisbee pages 21, 22 The Science of Sport page 30 Have Your Say page 38</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Bicycle Owner's Manual pages 2, 5 Caring for a Pet Dragon page 5 Look Inside: Airplane page 4 Saskatchewan's Super Skiers page 26</p> <p><u>Magazine Shared Reading:</u> Lacrosse: The Sport of a Nation page 17 How to Throw a Frisbee page 22</p>
<p>3. Creating Media Texts By the end of Grade 3, students will:</p>	
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182</p> <p><u>Guided Reading:</u> Bicycle Owner's Manual page 6 Help a Wild Animal in Need page 2 See the Sea Few Ever See page 3 Caring for a Pet Dragon page 2</p> <p><u>Magazine Shared Reading:</u> Be a Sport! Introduction page 4 Have Your Say page 38</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
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?"	<u>Reading Guide:</u> pages 180 - 182 <u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Sporty Facts page 9 Saskatchewan's Super Skiers page 27

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
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)	<u>Reading Guide:</u> pages 180 - 182 <u>Magazine Shared Reading:</u> Be a Sport! Introduction page 5 Sporty Facts page 9 Saskatchewan's Super Skiers page 27

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>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.,</p> <ul style="list-style-type: none"> • 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) 	<p><u>Guided Reading:</u> Bicycle Owner’s Manual page 6 Help a Wild Animal in Need page 3 See the Sea Few Ever See! page 3 Building a Skyscraper page 6 Look Inside: Airplane pages 5, 6 The Gran Plan page 7 Lost in the Museum page 7 How a Carousel Came to North Bay page 6 Louis Cyr: Champion of Strongmen page 7 Vicki Keith: Queen of the Lakes page 6 Design Your Own Car page 6 Moon Cruiser page 7</p> <p><u>Shared Reading:</u> Summer Camping in Nova Scotia page 7</p>

Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Grade 3)

Specific Expectations	Scholastic Literacy Place for the Early Years Grade 3
<p>4. Reflecting on Media Literacy Skills and Strategies By the end of Grade 3, students will:</p>	
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182 <u>Writing Guide:</u> pages 55, 70, 83, 97, 110, 124, 139 <u>Guided Reading:</u> Vicki Keith: Queen of the Lakes page 6 Design Your Own Car page 6 Moon Cruiser page 7</p>
<p>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?"</p>	<p><u>Reading Guide:</u> pages 180 - 182 <u>Writing Guide:</u> pages 59, 72, 86, 100, 113, 127, 142</p>