
Grade 3: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 3, students will:

- communicate in simple contexts using basic vocabulary and phrases;
- demonstrate an understanding of spoken language in simple contexts, using both verbal and non-verbal cues;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- read phrases in the writing system used in the program;
- write phrases in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.⁶

Specific Expectations

Oral Communication

By the end of Grade 3, students will:

- communicate in simple contexts using basic vocabulary and phrases (e.g., *close the door, come here*);
- participate in structured oral language activities appropriate for the grade (e.g., provide appropriate phrases for pictures or illustrations);
- respond appropriately to questions using phrases (e.g., *I have two books, there are three bears*);
- demonstrate an understanding of simple oral messages using both verbal and non-verbal cues.

Reading

By the end of Grade 3, students will:

- read phrases using the alphabet or syllabics chart, pictures, and other visual aids;
- demonstrate an understanding of the phrases they read (e.g., by matching phrases to pictures);
- participate in structured reading activities appropriate for the grade (e.g., identify phrases that describe an action);
- use visual cues (e.g., pictures, illustrations) to determine the meaning of phrases;
- recognize phrases that have been introduced orally;
- read a variety of phrases aloud using pictures.

6. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

- By the end of Grade 3, students will;
- write phrases using the alphabet or syllabics chart;
 - form phrases using familiar vocabulary;
 - participate in structured writing activities appropriate for the grade (e.g., write phrases that include new vocabulary);
 - spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, print materials);
 - demonstrate an understanding of phrases by creating lists of phrases around a familiar topic or idea (e.g., phrases that indicate possession – *this is my book*; phrases that describe a person or thing – *she/he is big*).

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

- possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., *my arm, his hand*)
- adjectival constructions (e.g., *nice house, big boy*)
- formation of the locative form of nouns through the addition of suffixes (e.g., *under the table, on the bed*)

verbs

- present, past, and future tenses of verbs with singular pronoun or noun (e.g., *he is eating, he was eating, he will eat; the bear sleeps, the bear slept, the bear will sleep*)
- imperative forms (e.g., *go home! come here!*)

interrogative constructions

- question words in phrases (e.g., *how many dogs, which birds*)

negative constructions

- formation of the negative, using new vocabulary (e.g., *the dog does not eat*)
- formation of the negative with personal pronouns (e.g., *no, it is not I; no, it is not my chair*)

Vocabulary

- words used in adding
- words associated with domestic and wild animals, and parts of the body
- phrases used for various purposes (e.g., to express possession – *it is his book*; to express a command – *go home!*)

Spelling

- correct spelling of words and phrases studied
- use of resources to confirm spelling (e.g., classroom-displayed vocabulary lists, syllabics chart)