

Grade 3 English Language Arts Pilot

ENGLISH Program

Discipline Overview

The study of English language arts enables Kindergarten to Grade 12 learners to explore, understand, and appreciate language and its use in multi-dimensional ways—through critical thinking, communicating, creating, collaborating, and reflecting—to empower learners to live Mino-pimatisiwin (The Good Life) and to contribute to their communities as global, literate citizens.

All Kindergarten to Grade 12 teachers contribute to their students' literacy development, supporting learner growth and transformation over time. This includes supporting learners' growth as readers and writers across disciplines and contexts. Each learner develops literacy knowledge and skills through opportunities to listen, speak, read, write, view, and represent in a variety of cultural, linguistic, and community contexts. The language arts are interrelated and interdependent; growth in one area strengthens and supports development in others.

English language arts empowers Kindergarten to Grade 12 learners to engage with multiple modes of communication—known as multiliteracies—across diverse contexts. In today's rapidly evolving landscape of texts, English language arts equips learners with the skills to navigate and interpret multimodal texts that blend print, digital, oral, and visual elements, including Indigenous oral traditions, stories, and knowledge shared across generations.

Through these text experiences, Kindergarten to Grade 12 learners question, investigate, create, communicate, and reflect in order to make sense of the world around them, drawing on varied perspectives, relationships, and lived experiences.

Across Kindergarten to Grade 12, English language arts curricular learning outcomes provide the foundation for developing global competencies. Through engagement with a range of texts, ideas, and experiences, learners apply and deepen these competencies to communicate, collaborate, think critically, and act purposefully, while developing a sense of self and identity, strengthening connections to communities, and expanding their understanding of the world as active and responsible participants.

English language arts serves as the gateway to self-knowing, being, and doing, engaging learners' imaginations, inspiring lifelong learning, and promoting appreciation for the diversity of human experiences conveyed through language, literature, and story.



In Manitoba, the Kindergarten to Grade 12 English language arts curriculum rests on the following four interconnected strands:

Building Literacy: This strand develops the foundational role of language that supports overall literacy development. Listening and speaking lay the groundwork for reading and writing as learners investigate how language works, including its sounds, patterns, and structures, and discover the power of words to construct and express meaning. Reading and writing develop together as learners engage with traditional and contemporary texts to construct meaning across contexts. As learners progress, oral language continues to anchor comprehension, reasoning, and collaboration, while expanding vocabulary and word knowledge enable the creation and interpretation of increasingly complex texts. Across the grades, learners deepen their engagement with language by exploring and experimenting with its features, refining communication skills, and using language and literacy as powerful tools for learning and self-expression.

Comprehend and Respond: This strand develops learners' capacity to comprehend, interpret, and engage with and respond to a wide range of texts. Learners draw on prior knowledge and experiences as they acquire new information, construct meaning, and think critically about ideas and perspectives. They question, analyze, and evaluate texts by considering purpose, audience, and context. Responding involves expressing understanding, making connections, and communicating insights through discussion, writing, and other forms of representation. Across the grades, learners develop and refine ways of comprehending, interpreting, and thinking critically about texts through engagement with a range of texts and experiences. They deepen their learning, broaden perspectives, and shape how they engage with ideas and viewpoints from social, cultural, and historical contexts.

Compose and Create: This strand develops learners' capacity to express and communicate ideas through purposeful and creative text creation. Learners generate ideas, plan, and draft texts in print, digital, and multimodal forms, engaging in a full composing process that also includes revising, editing, and publishing. Through revision, they refine language, structure, and style to communicate meaning with clarity, precision, and creativity for different purposes and audiences. Across the grades, learners demonstrate increasing growth as text creators, crafting texts to share stories, express identity, and contribute meaningfully to their communities.

Share and Reflect: This strand develops learners' capacity to share ideas effectively and to deepen learning through reflection. Learners engage in collaborative dialogue and presentations to clarify thinking, build new understandings, and express ideas clearly and purposefully across a range of audiences and contexts. Reflection supports learner agency, as they assess progress, set goals, and use feedback to improve. Across the grades, communication serves as a tool for inquiry, problem solving, and collective learning, supporting the ongoing transformation of understanding through shared thinking, reflection, and relational approaches to knowledge building.

Course Overview

In Grade 3, learners build on their foundational language skills through listening, interacting, and speaking to contribute to focused discussions, to activate their own and others' thinking, and to collaborate with peers.

Learners in Grade 3 apply their growing understanding of how language works—through grammar, vocabulary, and word structure—to read increasingly complex texts and communicate ideas clearly. They accurately decode multisyllabic words and read a variety of texts with greater fluency, expression, and understanding. They actively explore a broadening range of topics through a range of text experiences, including non-fiction texts, digital content, and visual media, allowing them to expand their background knowledge across subject areas. They begin to analyze texts more deeply, identifying the authors' purpose, voice, and differing perspectives, while also recognizing bias and the influence of language choices.

As researchers and text creators, Grade 3 learners formulate questions, gather and organize information from more than one source, and use this knowledge to inform their writing and presentations. They compose texts, including multimodal texts, for a variety of purposes and audiences, with greater attention to clarity, cohesion of message, and the effectiveness of design to ensure their ideas are fully formed. With increasing independence, they revise and refine their text for publishing or presenting to ensure it is engaging for an audience.

Global Competencies in English Language Arts



Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgments, and reflecting on the consequences and implications of those judgments.

When the English language arts curriculum is used to foster critical thinking as a competency, learners

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas, and deepen thinking
- evaluate sources for validity and reliability, and question assumptions, bias, and stereotyping in their own and others' texts
- connect ideas, patterns, and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes
- reflect on multiple perspectives, points of view, and interpretations to make sense of and respond to texts in terms of purpose, audience, and context

- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning
- analyze, challenge, and make judgments about their own and others' texts and ideas, using observations, experiences, and evidence
- use criteria to make ethical decisions about what and whose stories are told and how they respond to texts
- critically examine the contents of texts, evaluating text origin and methods of expression



Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When the English language arts curriculum is used to foster creativity as a competency, learners

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts
- respond to uncertainty with curiosity and open-mindedness, and ask questions to explore ideas/possibilities and to fill information gaps
- select from and use language and literacy strategies, resources, and sources to explore real-world challenges and to generate ideas to solve problems
- generate and enhance new ideas by interpreting and integrating information from multiple texts and building on the ideas of others
- create and adapt plans to meet needs of specific purposes and different audiences
- test and adapt ideas, plans, and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions
- reflect on creative processes, iterations, and revisions, and seek and use feedback to refine designs



Citizenship

Citizenship in English language arts involves engaging with others and working toward a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When the English language arts curriculum is used to foster citizenship as a competency, learners

- develop, understand, and reflect on their own perspectives on complex issues

- recognize discrimination, principles of equity, and human rights in texts and in their world
- explore the interconnectedness of self, others, and the natural world through texts
- welcome and discuss diverse viewpoints, experiences, and world views to make sense of issues related to others and the natural world
- reflect on how texts represent and promote beliefs, values, and the ability to empathize with perspectives that are similar to or different from their own
- engage with others in safe, respectful, and inclusive ways with attention to the complexities of digital citizenship, intellectual property, and fair dealing
- evaluate factors and propose solutions that support advocacy for themselves, others, and the natural world for the betterment of their community
- engage in dialogue to find equitable solutions to social issues that support diversity, inclusivity, and human rights
- investigate complex issues to make informed ethical choices for themselves others, and the natural world



Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth and well-being.

When the English language arts curriculum is used to foster connection to self as a competency, learners

- recognize personal strengths, gifts, and challenges to develop language and literacies for learning and well-being in all areas of their lives
- explore their own voice and understand factors that shape and transform their identities
- recognize and express their feelings and emotions, and use appropriate language strategies to support self-regulation and well-being
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests
- persevere through challenges to understand and create increasingly complex texts
- adapt and change their language and literacy practices in new and varied contexts and communities

- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being



Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When the English language arts curriculum is used to foster collaboration as a competency, learners

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts
- add to, stretch, and redirect their thinking to deepen and build on others' ideas
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas
- work through differences in constructive ways, and compromise, change perspectives, or challenge points of view and opinions
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal



Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

When the English language arts curriculum is used to foster communication as a competency, learners

- recognize, apply, and adjust rules and conventions in text to express ideas and emotions
- consider audience, purpose, and context when making decisions about using and combining different modes and forms to communicate ideas
- understand how their words and actions shape their identity and affect how they tell their own and others' stories
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts

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- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts
 - recognize that diverse perspectives, experiences, and ideas can have an impact on and influence understanding and how we respond to texts
 - use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages
 - make connections to how the English language works, and use language in discerning and purposeful ways to build relationships both in person and in digital contexts
 - recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities

Enduring Understandings

Enduring understandings are the essential big ideas residing at the heart of all disciplines. They are the principles educators interpret and use to guide curriculum planning, and that learners use to deepen understanding, make connections, and transfer their learning across a broad spectrum of language and literacy experiences.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context-dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences, and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning, which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*



Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text and creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies, and multimodal texts (print, digital, physical, aural/oral, gestural, spatial, and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts is essential for all to live [Mino-pimatisiwin \(The Good Life\)](#). The English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being, and doing.

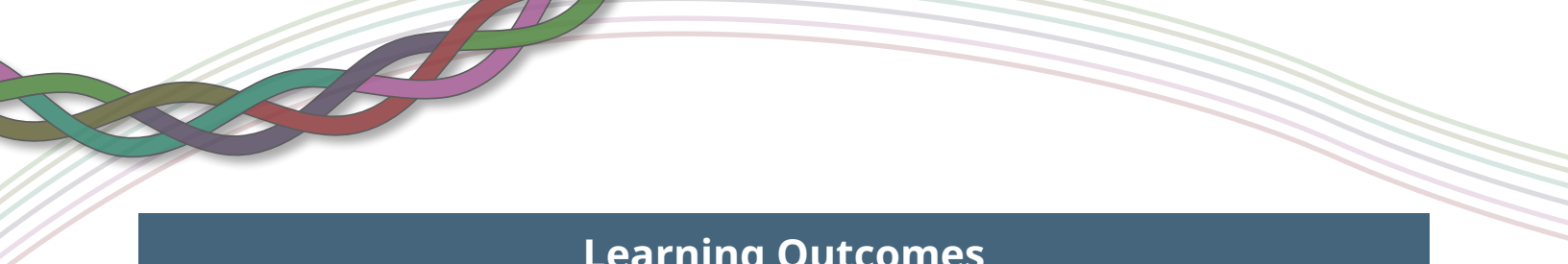
- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

(Source: English Language Arts Curriculum Framework: A Living Document, 2020)



Learning Outcomes

Strand A: Building Literacy

General Learning Outcome: Oral Language Communication

ELA.3.A1 Learners engage in oral language communication as a recursive process of listening, speaking, and interacting to construct meaning, exchange ideas and perspectives, and expand their understanding of themselves, others, and the world.

Listen and Comprehend

ELA.3.A1.1 Listen attentively to information, ideas, and experiences shared by others; demonstrate understanding by retelling key information, identifying main ideas and important details, and asking questions about unexplained or confusing information.

ELA.3.A1.2 Recognize how speakers use communication features (e.g., language choices, voice, organization, and verbal and non-verbal communication) to communicate ideas and engage listeners; discuss how these features contribute to meaning and listener understanding.

Speak and Interact

ELA.3.A1.3 Use the rules and structures of language when speaking (e.g., varied sentence structure, verb tenses, grammar, and vocabulary) to communicate ideas clearly according to purpose and context.

ELA.3.A1.4 Exchange ideas related to the topic in conversations and group discussions; respond to the ideas of others by asking questions and making connections to build understanding.

General Learning Outcome: Language as the Foundation for Reading and Writing

ELA.3.A2 Learners will develop and apply an understanding of the system of language, as well as language comprehension knowledge and skills for reading and writing.

Phonological/Phonemic Awareness

ELA.3.A2.1 Apply knowledge of phonological structures, including phonemes (sounds), syllables, and word parts, to blend, segment, analyze, and manipulate spoken words (e.g., add, delete, substitute, or rearrange sounds in one-syllable and multisyllabic words); connect these understandings to decoding, reading multisyllabic words, spelling, and pronunciation.



Alphabetic Knowledge

ELA.3.A2.2 Apply alphabetic knowledge automatically when reading, spelling, and writing across contexts.

Phonics: Letter-Sound Relationships

ELA.3.A2.3 Use knowledge of letter-sound relationships, spelling patterns, syllable patterns, and word parts (e.g., bases, affixes) to read, write, spell, and learn unfamiliar words with accuracy and growing fluency across contexts.

Spelling Conventions

ELA.3.A2.4 Use spelling conventions (e.g., suffix changes → doubling final consonant, dropping final e, changing y to i), vowel patterns (e.g., *ai*, *ay*, *ee*, *ea*), syllable patterns (e.g., closed, open), and morphology to support accurate reading (decoding) and spelling (encoding).

Word Structures and Meaning (Morphology)

ELA.3.A2.5 Use morphological knowledge (e.g., prefixes [replay], suffixes [looking], base words [thank → thankful], inflectional endings [jump → jumped; cat → cats], and word families [play, player, playful]) to determine the meaning and spelling of words; apply this knowledge to support comprehension, vocabulary development, and communication in speaking and writing.

Vocabulary Knowledge

ELA.3.A2.6 Use a range of vocabulary, including academic vocabulary (e.g., explain, predict) and subject-specific vocabulary (e.g., ecosystem, habitat), as well as knowledge of word meanings and relationships (e.g., synonyms, antonyms, multiple-meaning words [e.g., park, watch, right]) to understand texts; select vocabulary to communicate ideas clearly for different purposes and contexts.

Language Conventions

ELA.3.A2.7 Describe how language conventions (e.g., sentence structure, grammar, capitalization, punctuation, spelling) support understanding in texts; use language conventions accurately in speaking and writing to communicate ideas clearly.



Strand B: Comprehend and Respond

General Learning Outcome: Navigate Texts

ELA.3.B1 Learners draw on their knowledge, experiences, and awareness of text cues and conventions to establish purpose, anticipate meaning, and prepare for initial engagement with texts.

Activate Prior Knowledge

ELA.3.B1.1 Describe how prior knowledge, experiences, and information from various sources help support understanding of texts.

Establish Purpose and Focus

ELA.3.B1.2 Identify a purpose for engaging with texts (e.g., enjoyment, interests, finding information); ask questions based on personal interests and curiosities to focus attention on important ideas and information.

Use Text Cues and Conventions

ELA.3.B1.3 Use text cues (e.g., structures, features, design elements, language patterns, visuals) and conventions in a range of texts; describe how they contribute to understanding.

General Learning Outcome: Construct Meaning

ELA.3.B2 Learners actively construct meaning when reading, viewing, and listening to texts by applying a range of comprehension strategies. They make connections, infer meaning, and monitor understanding to build knowledge and deepen understanding across a variety of contexts and text forms.

Predict and Infer

ELA.3.B2.1 Make and confirm predictions about characters, events, and ideas in texts, using prior knowledge, text cues, visuals, and discussions to support understanding.

Make Connections

ELA.3.B2.2 Make connections among personal experiences, prior knowledge, and texts; describe how those connections help support the understanding of characters/people, information, events, and ideas.

Monitor Understanding

ELA.3.B2.3 Monitor understanding and recognize when meaning is unclear; use strategies (e.g., rereading, making connections, asking questions) to support understanding.



ELA.3.B2.4 Apply fluency skills (e.g., appropriate rate, phrasing, expression/prosody) and strategies (e.g., rereading, attending to punctuation) to support understanding of texts.

Summarize Meaning

ELA.3.B2.5 Summarize key ideas and information from texts by identifying important ideas and details; use summaries to show understanding of texts.

General Learning Outcome: Think Critically about Texts

ELA.3.B3 Learners analyze ideas, information, viewpoints, and perspectives within and across texts to build understanding. Learners use evidence from texts to develop, support, and evaluate interpretations.

Analyze Ideas and Information

ELA.3.B3.1 Identify main ideas, facts, and opinions within a text; use details to describe what they teach about people, experiences, and topics.

Critique Purpose, Viewpoint, and Perspective

ELA.3.B3.2 Identify a text creator's purpose and point of view; discuss and share how they influence the representation of people, ideas, and events.

General Learning Outcome: Consolidate Understanding

ELA.3.B4 Learners reflect on, extend, and integrate new learning to develop deeper understandings. They respond to texts by sharing interpretations, perspectives, and insights that expand, challenge, or refine their thinking.

Reflect on New Learning

ELA.3.B4.1 Identify new ideas and understandings gained from texts; describe how new learning connects to prior knowledge and experiences.

Response to Text: Self and Others

ELA.3.B4.2 Describe personal responses to texts (e.g., thoughts, feelings, appreciation, and wonder); identify how text-to-self connections contribute to understanding, enjoyment, and emotional response.

ELA.3.B4.3 Discuss personal responses to texts with others; describe how different experiences and perspectives can contribute to understanding and response to texts.



Strand C: Compose and Create

General Learning Outcome: Plan and Develop Texts

ELA.3.C1 Learners generate and develop ideas, conduct research, evaluate sources, organize information, and select appropriate forms and modes to compose texts for a range of purposes and audiences.

Generate Ideas and Select Topic

ELA.3.C1.1 Generate ideas from personal experiences, conversations, texts, and prior learning; choose a topic that connects to the purpose of the task.

Research Sources

ELA.3.C1.2 Gather information from more than one source (e.g., oral, visual, digital, written); identify ideas and information related to the topic.

Analyze Author's Craft

ELA.3.C1.3 Explore mentor texts to identify how authors use text features, language, and visuals to communicate ideas; try similar techniques in one's own writing.

Plan and Develop Ideas

ELA.3.C1.4 Use strategies and planning tools to generate, organize, and record ideas and information for a topic; identify steps to support text development.

Choose Form

ELA.3.C1.5 Explore and use different types of writing (e.g., narrative, informational, descriptive, persuasive) and forms to suit a purpose and audience; identify how different forms communicate ideas in different ways.

Create Text

ELA.3.C1.6 Create texts for a purpose and audience; make simple choices in text structure, organizational patterns, mode, and voice to communicate ideas; use ideas and information gathered, including techniques explored in mentor texts, to develop and support ideas.

ELA.3.C1.7 Use handwriting (printing and/or cursive), keyboarding, and other composition tools to compose clear, legible, and readable texts.



General Learning Outcome: Refine Texts

ELA.3.C2 Learners apply the key qualities of writing to revise, refine, and enhance texts for different purposes, contexts, and audiences.

Organize Content

ELA.3.C2.1 Reread and revise the organization of ideas; reorganize related ideas and details to improve sequencing and clarity; use simple organizational patterns and text features to strengthen message.

Elevate Sentence Fluency

ELA.3.C2.2 Reread and revise sentences to improve clarity and flow; combine ideas using simple and compound sentences; vary sentence beginnings; use connecting words to show relationships between ideas and to support meaning.

Enhance Word Choice

ELA.3.C2.3 Reread and revise word choice to improve clarity and meaning; use specific and descriptive words to suit message; replace basic or repeated words with more specific language to strengthen the description of ideas, experiences, and feelings.

General Learning Outcome: Edit and Publish

ELA.3.C3 Learners proofread, edit, and refine texts by applying editing strategies to improve accuracy and clarity. They publish their work using appropriate tools, modes, and platforms to communicate for different purposes, contexts, and audiences.

Review Mechanics

ELA.3.C3.1 Use knowledge of letter-sound relationships, spelling patterns, syllables, and morphology (e.g., prefixes, suffixes, base words) to edit and proofread texts for spelling accuracy; use classroom resources to identify and correct errors.

ELA.3.C3.2 Edit texts to apply capitalization conventions accurately, including sentence beginnings, the pronoun I, days, months, and common proper nouns (e.g., names of people and places).

ELA.3.C3.3 Use capital letters consistently and accurately in proper nouns and dialogue.



Publish Final Text

- ELA.3.C3.4** Create and share final texts for specific purposes and audiences; use text, images, and other design elements to communicate ideas clearly and support meaning.

Strand D: Share and Reflect

General Learning Outcome: Share Ideas and Communicate Effectively

- ELA.3.D1** Learners organize and communicate ideas for others by making intentional choices about content, communication mode, and style for different purposes and contexts.

Express Ideas and Engage Audience

- ELA.3.D1.1** Develop and organize key ideas in sequence to share clear messages with others; use examples to clarify meaning and support others' understanding.
- ELA.3.D1.2** Select and use different communication modes (oral, visual, digital, written) to share ideas clearly and support communication for different purposes with others.
- ELA.3.D1.3** Experiment with and use communication style (e.g., tone, volume, and expression) to convey meaning clearly for a specific purpose and to engage others.

General Learning Outcome: Reflect on Learning and Plan Next Steps

- ELA.3.D2** Learners use descriptive feedback and criteria to reflect on their learning, set goals, and monitor progress to inform next steps.

Self-Reflect

- ELA.3.D2.1** Receive descriptive feedback from teachers and use criteria to reflect on learning and strategies used; explore strategies that support ongoing progress.

Set Goals and Monitor Progress

- ELA.3.D2.2** Identify a learning goal based on criteria and feedback; recognize and share evidence of progress toward the goal.



Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. This section and the support documents will continue to be updated, so you are encouraged to visit the site regularly.