

**Correlation --- The Alberta English Language Arts Curriculum Grade Three
to Scholastic WiggleWorks 2-3**

Specific Outcome Statements	Scholastic WiggleWorks 2-3
General Outcome 1	
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	
1.1 Discover and explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> • connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> • explain understanding of new concepts in own words 	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 3 A Tree Can Be ... p. 3 The Night Sky p. 3 Log Hotel p. 3
<ul style="list-style-type: none"> • explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts 	All Guided Reading Teaching Plans
Experiment with language and forms	
<ul style="list-style-type: none"> • choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others 	All Guided Reading Teaching Plans
Express preferences	
<ul style="list-style-type: none"> • choose and share a variety of oral, print and other media texts are personal favourites 	<u>Teacher's Guide</u> p. 63 <u>Guided Reading Teaching Plans:</u> Sione's Talo p. 3 Wake Me in Spring p. 3 Ibis: A True Whale Story p. 3 Little One Inch p. 3 Abuelo and The Three Bears p. 3
Set Goals	
<ul style="list-style-type: none"> • discuss areas of personal accomplishment as readers, writers and illustrators 	
1.2 Clarify and Extend	
Consider the ideas of others	
<ul style="list-style-type: none"> • ask for the ideas and observations of others to explore and clarify personal understanding 	All Guided Reading Teaching Plans
Combine ideas	
<ul style="list-style-type: none"> • experiment with arranging and recording ideas in a variety of ways 	All Guided Reading Teaching Plans

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Combine ideas	
Extend understanding	
<ul style="list-style-type: none"> ask questions to clarify information and ensure understanding 	<p><u>Teacher's Guide</u> p. 79, 81, 83 – 85, 87 – 89, 91 All Guided Reading Teaching Plans</p>
General Outcome 2	
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	
2.1 Use Strategies and Cues	
Use prior knowledge	
<ul style="list-style-type: none"> share ideas developed through interests, experiences and discussion that are related to new ideas and information 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning 	All Guided Reading Teaching Plans
Use comprehension strategies	
<ul style="list-style-type: none"> use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> apply a variety of strategies such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> identify the main idea or topic and supporting details of simple narrative and expository passages 	<p><u>Guided Reading Teaching Plans:</u> Rainy Day Alphabet Book p. 3 Harry's House p. 3 Amazon Sun, Amazon Rain p. 3 George Ancona: Then and Now p. 3 Log Hotel p. 3 Big Momma and Grandma Ghana p. 3 Amalia and the Grasshopper p. 3 Under the City p. 3 Balto: The Dog Who Saved Nome p. 3</p>
Use comprehension strategies	
<ul style="list-style-type: none"> extend sight vocabulary to include predictable phrases and words related to language usage 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> read silently with increasing confidence and accuracy 	All Guided Reading Teaching Plans

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Use comprehension strategies	
<ul style="list-style-type: none"> monitor and confirm meaning by reading when necessary, and by applying knowledge of pragmatic, semantic, syn-tactic, and graphophonic cueing systems 	All Guided Reading Teaching Plans
Use textual cues	
<ul style="list-style-type: none"> use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading 	All Guided Reading Teaching Plans
Use phonics and structure analysis	
<ul style="list-style-type: none"> apply phonic rules and generalizations competently and confidently to read unfamiliar words in context 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> apply word analysis strategies to segment words into parts of syllables, when reading unfamiliar words in context 	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 4 Rainy Day Alphabet p. 4 Tortillas p. 4 A Tree Can Be... p. 4 Under the City p. 4
<ul style="list-style-type: none"> associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words 	<u>Guided Reading Teaching Plans:</u> There's a Hole in My Pocket p. 4 Let's Get the Rhythm p. 4 Mama Zooms p. 4 Vegetable Soup p. 4 Peanut Butter Rhino p. 4 The Night Sky p. 4 Chocolate Chippo Hippo p. 4 The Lesson p. 4 Amazon Sun, Amazon Rain p. 4 Nana's Place p. 4 George Ancona: Then and Now p. 4 Wake Me in Spring p. 4 Log Hotel p. 4 In the Barrio p. 4 Amalia and the Grasshopper p. 4 Ibis: A True Whale Story p. 4 Abuelo and the Three Bears p. 4 Under the City p. 4 Animal Tracks p. 4

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Use phonics and structure analysis	
(continued) • associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words	Balto: The Dog Who Saved Nome p. 4
Use references	
• put words in alphabetical order by first letter	<u>Guided Reading Teaching Plans:</u> Rainy Day Alphabet Book p. 4
• use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<u>Teacher's Guide</u> p. 80, 81 All Guided Reading Teaching Plans
2.2 Respond to Texts	
Experience various texts	
• choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as non-fiction, chapter books, illustrated story-books, drum dances, fables, CDROM programs and plays	All Guided Reading Teaching Plans
• tell or write about favourite parts of oral, print and other media texts	<u>Guided Reading Teaching Plans:</u> Sione's Talo p. 3 Wake Me in Spring p. 3 Ibis: A True Whale Story p. 3 Little One Inch p. 3 Abuelo and The Three Bears p. 3
Experience various texts	
• identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 2 Tortillas p. 2 A Tree Can Be... p. 2 There's a Hole in My Pocket p. 2 Harry's House p. 2 How Far Will I Fly? p. 2 The Night Sky p. 2 Chocolate Chippo Hippo p. 2 The Lesson p. 2 The Wax Man p. 2 Daniel's Dinosaurs p. 2 George Ancona: Then and Now p. 2 Log Hotel p. 2

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Experience various texts	
(continued) • identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites	My Father p. 2 Amalia and the Grasshopper p. 2 Little One Inch p. 2 When Will Be Sisters? p. 2 Abuelo and the Three Bears p. 2 The Treasure Hunt p. 2 Under the City p. 2 Penguins p. 2 Arctic Tundra p. 2 Balto: The Dog Who Saved Nome p. 2 Fire Fighters p. 2 What If You'd Met Beethoven? p. 2
• connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references	<u>All Guided Reading Teaching Plans</u>
Construct meaning from texts	
• connect portrayals of characters or situations in oral, print and other media texts to personal classroom experiences	All Guided Reading Teaching Plans
• summarize the main idea of individual oral, print and other media texts	<u>Guided Reading Teaching Plans:</u> Snakes and Other Reptiles p. 3
• discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts	All Guided Reading Teaching Plans
• make inferences about a character's actions or feelings	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 3 Ruby the Copycat p. 3 Animal Tracks p. 3
• express preferences for one character over another	
Appreciate the artistry of texts	
• express feelings related to words, visuals and sound in oral, print and other media texts	<u>Guided Reading Teaching Plans:</u> Let's Get the Rhythm p. 4 Nana's Place p. 4 In the Barrio p. 4
Appreciate the artistry of texts	
• identify how authors use comparisons, and explain how they create mental images	<u>Guided Reading Teaching Plans:</u> How Far Will I Fly? p. 3 Big Mama and Grandma Ghana p. 3

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Specific Outcome Statements	Scholastic WiggleWorks 2-3
2.3 Understand Forms, Elements and Techniques	
Understand forms and genres	
<ul style="list-style-type: none"> • identify distinguishing features of a variety of oral, print and other media texts 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> • discuss ways that visual images convey meaning in print and other media texts 	All Guided Reading Teaching Plans
Understand techniques and elements	
<ul style="list-style-type: none"> • include events, setting and characters when summarizing or retelling oral, print or other media texts 	<p><u>Teacher's Guide</u> p. 58</p> <p><u>Guided Reading Teaching Plans:</u> Tortillas p. 3 Harry's House p. 3 Amazon Sun, Amazon Rain p. 3 George Ancona: Then and Now p. 3 Wake Me in Spring p. 3 Log Hotel p. 3 In the Barrio p. 3 Ibis: A True Whale Story p. 3 When Will We Be Sisters? p. 3 Under the City p. 3 Balto: The Dog Who Saved Nome p. 3 What If You'd Met Beethoven? p. 3</p>
<ul style="list-style-type: none"> • describe the main characters in terms of who they are, their actions in the story and their relations with other characters 	<p><u>Guided Reading Teaching Plans:</u> Rainy Day Alphabet Book p. 3 Harry's House p. 3 Amazon Sun, Amazon Rain p. 3 George Ancona: Then and Now p. 3 Log Hotel p. 3 Big Momma and Grandma Ghana p. 3 Amalia and the Grasshopper p. 3 Under the City p. 3 Balto: The Dog Who Saved Nome p. 3</p>
Understand techniques and elements	
<ul style="list-style-type: none"> • identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques 	All Guided Reading Teaching Plans
Experiment with language	
<ul style="list-style-type: none"> • recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment 	All Guided Reading Teaching Plans

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Specific Outcome Statements	Scholastic WiggleWorks 2-3
2.4 Create Original Text	
Generate Ideas	
<ul style="list-style-type: none"> • experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts 	All Guided Reading Teaching Plans
Elaborate on the expression of ideas	
<ul style="list-style-type: none"> • use sentence variety to link ideas and create impressions on familiar audiences 	<u>Guided Reading Teaching Plans:</u> How Far Will I Fly? p. 4 Mama Zooms p. 4 How Does Your Salad Grow? p. 4 The Lesson p. 4 Who Wants a Ride? p. 4 The Wax Man p. 4 Amalia and the Grasshopper p. 4 When Will We Be Sisters? p. 4 Abuelo and the Three Bears p. 4 The Treasure Hunt p. 4
Structure texts	
<ul style="list-style-type: none"> • experiment with a variety of story beginnings to choose ones that best introduce particular stories 	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 4 Rainy Day Alphabet p. 4 Tortillas p. 4 A Tree Can Be ... p. 4 Harry's House p. 4 Let's Get the Rhythm p. 4 How Far Will I Fly? p. 4 Mama Zooms p. 4 Peanut Butter Rhino p. 4 Chocolate Chip Hippo p. 4 The Lesson p. 4 Sione's Talo p. 4 Who Wants a Ride? p. 4 George Ancona: Then and Now p. 4 Wake Me in Spring p. 4 Big Mama and Grandma Mama p. 4 In the Barrio p. 4 Amalia and the Grasshopper p. 4 Ibis: A True Whale Story p. 4 Little One Inch p. 4 When Will We Be Sisters? p. 4 Ruby the Copycat p. 4 Abuelo and the Three Bears p. 4 Animal Tracks p. 4 Arctic Tundra p. 4

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Structure texts	
<ul style="list-style-type: none"> • add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot 	All Guided Reading Teaching Plans
General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information	
Focus attention	
<ul style="list-style-type: none"> • use self-questioning to identify information needed to supplement personal knowledge on a topic 	
<ul style="list-style-type: none"> • identify facts and opinions, main ideas and details in oral, print and other media texts 	<u>Guided Reading Teaching Plans:</u> The Night Sky p. 4 There's a Hole in My Pocket p. 3 The Lesson p. 3 Ibis: A True Whale Story p. 4
Determine information needs	
<ul style="list-style-type: none"> • ask topic- appropriate questions to identify information needs 	<u>Teacher's Guide</u> p. 79, 81, 83 – 85, 87 – 89, 91 <u>Guided Reading Teaching Plans:</u> Tortillas p. 4 A Tree Can Be ... p. 4 Let's Get the Rhythm p. 4 The Night Sky p. 4 Wake Me in Spring p. 4 The Treasure Hunt p. 4 Under the City p. 4 What If You'd Met Beethoven? p. 4
Plan to gather information	
<ul style="list-style-type: none"> • contribute ideas for developing a class plan to access and gather ideas and information 	<u>Teacher's Guide</u> p. 16 <u>Guided Reading Teaching Plans:</u> Harry's House p. 4 Balto: The Dog Who Saved Nome p. 4
3.2 Select and Process	
Use a variety of sources	
<ul style="list-style-type: none"> • find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment 	<u>Guided Reading Teaching Plans:</u> Harry's House p. 4 Peanut Butter Rhino p. 4 Snakes and Other Reptiles p. 4 Who Wants a Ride? p. 4

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Access information	
<ul style="list-style-type: none"> • use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> • locate answers to questions and extract appropriate and significant information from oral, print and other media texts 	<u>Guided Reading Teaching Plans:</u> Harry's House p. 4 Peanut Butter Rhino p. 4 Snakes and Other Reptiles p. 4 Who Wants a Ride? p. 4
<ul style="list-style-type: none"> • use card or electronic catalogues to locate information 	
Evaluate sources	
<ul style="list-style-type: none"> • review information to determine its usefulness in answering research questions 	
3.3 Organize, Record and Evaluate	
Organize information	
<ul style="list-style-type: none"> • organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing 	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 4 The Lesson p. 4 Who Wants a Ride? p. 4 Log Hotel p. 4 In the Barrio p. 4 Penguins p. 4 Balto: The Dog Who Saved Nome p. 4
Organize information	
<ul style="list-style-type: none"> • draft ideas and information into short paragraphs, with topic and supporting sentences 	<u>Guided Reading Teaching Plans:</u> Amazon Sun, Amazon Rain p. 4 Snakes and Other Reptiles p. 4 Daniels' Dinosaur p. 4
Record information	
<ul style="list-style-type: none"> • record facts and ideas using a variety of strategies; list titles and authors of sources 	<u>Guided Reading Teaching Plans:</u> The Night Sky p. 4
Record information	
<ul style="list-style-type: none"> • list significant ideas and information from oral, print and other media texts 	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 4 The Lesson p. 4 Who Wants a Ride? p. 4 Log Hotel p. 4 In the Barrio p. 4 Penguins p. 4 Balto: The Dog Who Saved Nome p. 4

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Evaluate information	
<ul style="list-style-type: none"> determine if gathered information is sufficient to answer research questions 	<u>Guided Reading Teaching Plans:</u> Snakes and Other Reptiles p. 4 Who Wants a Ride? p. 4
3.4 Share and Review	
Share ideas and information	
<ul style="list-style-type: none"> organize and share ideas and information on topics to engage familiar audiences 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> use titles, headings and visuals to add interest and highlight important points of presentation 	All Guided Reading Teaching Plans
Review research process	
<ul style="list-style-type: none"> assess the research process, using pre-established criteria 	
General Outcome 4	
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication	
4.1 Enhance and improve	
Appraise own and others' work	
<ul style="list-style-type: none"> share own oral, print and other media texts with others to identify strengths and ideas for improvement 	
Revise and edit	
<ul style="list-style-type: none"> combine and rearrange existing information to accommodate new ideas and information 	<u>Teachers' Guide</u> page 59
<ul style="list-style-type: none"> edit for complete and incomplete sentences 	<u>Teachers' Guide</u> page 59
Enhance legibility	
<ul style="list-style-type: none"> print letters legibly and begin to learn proper alignment, shape and slant of cursive writing 	
<ul style="list-style-type: none"> space words and sentences consistently on a line and page 	
<ul style="list-style-type: none"> use keyboarding skills to compose, revise and print text 	All Guided Reading Teaching Plans
<ul style="list-style-type: none"> understand and use vocabulary associated with key boarding and word processing 	<u>Teacher's Guide</u> p. 10, 11 All Guided Reading Teaching Plans

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Expand knowledge of language	
<ul style="list-style-type: none"> • explain relationships among words and concepts associated with topics of study 	<u>Guided Reading Teaching Plans:</u> Paper Bag Trail p. 4 Tortillas p. 4 Harry’s House p. 4 Let’s Get the Rhythm p. 4 How Far Will I Fly? p. 4 Mama Zooms p. 4 Vegetable Soup p. 4 Chocolate Chippo Hippo p. 4 Snakes and Other Reptiles p. 4 Who Wants a Ride? p. 4 Wake Me in Spring p. 4 In the Barrio p. 4 My Father p. 4 Amalia and the Grasshopper p. 4 Little One Inch p. 4 Ruby the Copycat p. 4 Under the City p. 4 Animal Tracks p. 4 Fire Fighters p. 4
<ul style="list-style-type: none"> • experiment with words and word meanings to produce a variety of effects 	All Guided Reading Teaching Plans
Enhance artistry	
<ul style="list-style-type: none"> • choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts 	<u>Teacher’s Guide</u> p. 80, 81 All Guided Reading Teaching Plans
4.2 Attend to Conventions	
Attend to grammar and usage	
<ul style="list-style-type: none"> • identify a variety of sentence types, and use in own writing 	<u>Guided Reading Teaching Plans:</u> How Far Will I Fly? p. 4 Mama Zooms p. 4 How Does Your Salad Grow? p. 4 The Lesson p. 4 Who Wants a Ride? p. 4 The Wax Man p. 4 Amalia and the Grasshopper p. 4 When Will We Be Sisters? p. 4 Abuelo and the Three Bears p. 4 The Treasure Hunt p. 4
<ul style="list-style-type: none"> • identify correct subject-verb agreement, and use in own writing 	

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Attend to grammar and usage	
• use adjectives and adverbs to add interest and detail to own writing	
• distinguish between complete and incomplete sentences	
Attend to spelling	
• use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing	<u>Teacher's Guide</u> p. 80, 81 All Guided Reading Teaching Plans
• identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing	<u>Teacher's Guide</u> p. 80, 81 All Guided Reading Teaching Plans
• identify misspelled words, and develop strategies for learning to spell them correctly in own writing	
Attend to capitalization and punctuation	
• use capital letters appropriately in titles of books and stories	
• use exclamation marks, appropriately, as end punctuation in own writing	
• use apostrophes to form common contractions and to show possession in own writing	<u>Guided Reading Teaching Plans:</u> Mama Zooms p. 4
• identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension	All Guided Reading Teaching Plans
4.3 Present and Share	
Present information	
• present ideas and information by combining illustrations and written texts	<u>Guided Reading Teaching Plans:</u> Rainy Day Alphabet Book p. 4 Tortillas p. 4 A Tree Can Be ... p. 4 There's a Hole in My Pocket p. 4 Harry's House p. 4 How Far Will I Fly? p. 4 Mama Zooms p. 4 Vegetable Soup p. 4 Peanut Butter Rhino p. 4 The Night Sky p. 4 Chocolate Chippo Hippo p. 4 How Does Your Garden Grow? p. 4

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Specific Outcome Statements	Scholastic WiggleWorks 2-3
4.3 Present and Share	
Present information	
<p>(continued)</p> <ul style="list-style-type: none"> • present ideas and information by combining illustrations and written texts 	<p>The Lesson p. 4 Sione’s Talo p. 4 Amazon Sun, Amazon Rain p. 4 Snakes and Other Reptiles p. 4 Who Wants a Ride? p. 4 Nana’s Place p. 4 The Wax Man p. 4 Daniel’s Dinosaurs George Ancona: Then and Now p. 4 Wake Me in Spring p. 4 Log Hotel p. 4 Big Mama and Grandma Ghana p. 4 In the Barrio p. 4 Amalia and the Grasshopper p. 4 Ibis: A True Whale Story p. 4 When Will We Be Sisters? p. 4 Ruby the Copycat p. 4 The Treasure Hunt p. 4 Penguins p. 4 Animal Tracks p. 4 Balto: The Dog Who Saved Nome p. 4 What If You’d Met Beethoven? p. 4</p>
Enhance presentation	
<ul style="list-style-type: none"> • use print and nonprint aids to illustrate ideas and information in oral, print and other media texts 	<p>All Guided Reading Teaching Plans</p>
Use effective oral and visual communication	
<ul style="list-style-type: none"> • speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas 	<p><u>Guided Reading Teaching Plans:</u> Rainy Day Alphabet p. 4 Tortillas p. 4 A Tree Can Be ... p. 4 There’s a Hole in My House p. 4 Mama Zooms p. 4 Vegetable Soup p. 4 The Night Sky p. 4 Chocolate Chippo Hippo p. 4 How Does Your Salad Grow? p. 4 The Lesson p. 4 Snake and Other Reptiles p. 4 George Ancona: Then and Now p. 4 Big Mama and Grandma Ghana p. 4 In the Barrio p. 4</p>

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Use effective oral and visual communication	
(continued) • speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas	My Father p. 4 Little One Inch p. 4 Ruby the Copycat p. 4 Abuelo and the Three Bears p. 4 The Treasure Hunt p. 4 Penguins p. 4 Animal Tracks p. 4 Fire Fighters p. 4
Demonstrate attentive listening and viewing	
• rephrase, restate and explain the meaning or oral and visual presentations	
• identify and set purposes for listening and viewing	All Guided Reading Teaching Plans
General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts	<u>Guided Reading Teaching Plans:</u> Sione's Talo p. 2 – 4 Amazon Sun, Amazon Rain p. 2 – 4 Nana's Place p. 2 – 4 Big Mama and Grandma Ghana p. 2 – 4 In the Barrio p. 2 – 4 My Father p. 2 – 4 Little One Inch p. 2 – 4 Balto: The Dog Who Saved Nome p. 2 - 4
• retell, paraphrase or explain ideas in oral, print and other media texts	<u>Teacher's Guide</u> p. 58 All Guided Reading Teaching Plans
Relate texts to culture	
• identify and discuss ideas or topics within stories from oral, print and other media texts from various communities	<u>Guided Reading Teaching Plans:</u> Sione's Talo p. 2 – 4 Amazon Sun, Amazon Rain p. 2 – 4 Nana's Place p. 2 – 4 Big Mama and Grandma Ghana p. 2 – 4 In the Barrio p. 2 – 4 My Father p. 2 – 4 Little One Inch p. 2 – 4 Balto: The Dog Who Saved Nome p. 2 - 4

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Celebrate accomplishments and events	
• use appropriate language to acknowledge and celebrate individual and class accomplishments	
Use language to show respect	
• demonstrate respect for the ideas, abilities and language use of others	All Guided Reading Teaching Plans
5.2 Work within a Group	
Cooperate with others	
• work cooperatively with others in small groups on structures tasks	All Guided Reading Teaching Plans
• identify others who can provide assistance, and seek help in specific situations	
Work in groups	
• contribute ideas and information and questions on topics to develop a common knowledge base in the group	
• ask others for their ideas, and express interest in their contributions	
Evaluate group process	
• assess the effectiveness of group process, using pre-established criteria	