

British Columbia  
Grade 3

☰ *Language and stories can be a source of creativity and joy.*

- BrainPOP Jr. [Choosing a Book](#)
- BrainPOP Jr. [Library](#)
- BrainPOP Jr. [Poems](#)
  
- BrainPOP [Imagination](#)
- BrainPOP [Reading a Newspaper](#)
- ☰ • BrainPOP [Types of Writing](#)
- BrainPOP [Reading Skills](#)
  
- BrainPOP ESL [Reported Speech Statements](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 3

☰ *Stories help us learn about ourselves, our families, and our communities.*

- BrainPOP Jr. [Book Reports](#)
  
- GameUp [Quandary](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 3

☰ *Everyone can be a reader and a writer.*

- BrainPOP Jr. [Choosing a Book](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 3

☰ *Listening and speaking helps us to explore, share, and develop our ideas.*

- BrainPOP Jr. [Listening and Speaking](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 3

☰ *Using language in creative and playful ways helps us understand how language works*

- BrainPOP Jr. [Writing with the Senses](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 3

☰ *Readers use strategies to make sense of what they read, hear, and view.*

- BrainPOP Jr. [Make Predictions](#)
- BrainPOP Jr. [Sequence](#)
  
- BrainPOP [Main Idea](#)
- BrainPOP [Roots, Prefixes, and Suffixes](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 3

☰ Comprehend and connect

▶ *Begin to use sources of information and prior knowledge to make meaning*

- BrainPOP Jr. [Make Predictions](#)
- BrainPOP Jr. [Sequence](#)
- BrainPOP Jr. [Main Idea](#)
  
- BrainPOP [Main Idea](#)

- **GameUp Guts and Bolts**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

#### ☰ Comprehend and connect

▶ *Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts*

- **BrainPOP Jr. Listening and Speaking**
- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Sequence**

- **BrainPOP Media Literacy**
- **BrainPOP Main Idea**

- #### ☰
- **BrainPOP Reading a Newspaper**
  - **BrainPOP Roots, Prefixes, and Suffixes**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

#### ☰ Comprehend and connect

▶ *Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community*

- **BrainPOP Jr. Listening and Speaking**
- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Sequence**

- **BrainPOP Media Literacy**
- **BrainPOP Main Idea**

- #### ☰
- **BrainPOP Reading a Newspaper**
  - **BrainPOP Roots, Prefixes, and Suffixes**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

#### ☰ Comprehend and connect

▶ *Use personal experience and knowledge to connect to text and make meaning*

- **BrainPOP Main Idea**
- **GameUp Quandary**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

#### ☰ Comprehend and connect

▶ *Recognize the structure and elements of story*

- **BrainPOP Jr. Plot**
- **BrainPOP Jr. Character**
- ☰
- **BrainPOP Jr. Setting**
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Cynthia Rylant**
- **BrainPOP Jr. Dr. Seuss**
- **BrainPOP Jr. Ezra Jack Keats**
- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Sequence**

- **BrainPOP J. R. R. Tolkien**
- **BrainPOP Jack London**
- **BrainPOP Book Report**

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

☰ Comprehend and connect

▶ *Recognize how different text structures reflect different purposes.*

- **BrainPOP J. R. R. Tolkien**
- **BrainPOP Jack London**
- ☰ • **BrainPOP Agatha Christie**
- **BrainPOP Anne Frank**
- **BrainPOP Charles Dickens**
- **BrainPOP Frankenstein**
- **BrainPOP Homer**
- **BrainPOP Judy Blume**
- **BrainPOP Kurt Vonnegut**
- **BrainPOP Lord of the Flies**
- **BrainPOP Mark Twain**
- **BrainPOP Maya Angelou**
- **BrainPOP Pablo Neruda**
- **BrainPOP Roald Dahl**
- **BrainPOP William Shakespeare**
  
- **GameUp Time Zone X: Mark Twain**

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

☰ Comprehend and connect

▶ *Exchange ideas and perspectives to build shared understanding*

- **BrainPOP Jr. Listening and Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

☰ Create and communicate

▶ *Create stories and other age-appropriate texts to deepen awareness of self, family, and community*

- **BrainPOP Types of Writing**
- **BrainPOP Imagination**
  
- **BrainPOP ESL Present Perfect Progressive**
- **BrainPOP ESL Review: Perfect Tenses**
- ☰ • **BrainPOP ESL Past Perfect**
- **BrainPOP ESL Past Simple/Present Perfect**
- **BrainPOP ESL Present Perfect**

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

☰ Create and communicate

▶ *Plan and create a variety of communication forms for different purposes and audiences*

- **BrainPOP Jr. Listening and Speaking**
- **BrainPOP Jr. Biography**

- BrainPOP Jr. [How-To Essay](#)
  - BrainPOP Jr. [Writing with the Senses](#)
  - BrainPOP Jr. [Sending a Letter](#)
  - BrainPOP Jr. [Poems](#)
  - BrainPOP Jr. [Writing About Yourself](#)
  - BrainPOP Jr. [Book Reports](#)
  - BrainPOP Jr. [Short Story](#)
  - BrainPOP Jr. [Writing a Paragraph](#)
- BrainPOP [Types of Writing](#)
  - BrainPOP [Business Letter](#)
- BrainPOP [Five-Paragraph Essay](#)
  - BrainPOP [Book Report](#)
  - BrainPOP [Prewriting: Choosing a Topic](#)
  - BrainPOP [Blogs](#)
  - BrainPOP [Poetry](#)
  - BrainPOP [Biography](#)
  - BrainPOP [Drama](#)

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

- Story/text:
    - ▶ *elements of story*
      - BrainPOP Jr. [Character](#)
      - BrainPOP Jr. [Plot](#)
- BrainPOP Jr. [Setting](#)
  - BrainPOP Jr. [Short Story](#)
  - BrainPOP Jr. [Book Reports](#)
  - BrainPOP Jr. [Cynthia Rylant](#)
  - BrainPOP Jr. [Dr. Seuss](#)
  - BrainPOP Jr. [Ezra Jack Keats](#)
  - BrainPOP Jr. [Make Predictions](#)
  - BrainPOP Jr. [Sequence](#)
- BrainPOP [Book Report](#)
  - BrainPOP [J. R. R. Tolkien](#)
  - BrainPOP [Jack London](#)

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

- Story/text:
    - ▶ *form, function, and genre of texts*
      - BrainPOP Jr. [Main Idea](#)
      - BrainPOP Jr. [Make Predictions](#)
- BrainPOP Jr. [Sequence](#)
  - BrainPOP Jr. [Choosing a Book](#)
  - BrainPOP Jr. [Dr. Seuss](#)
  - BrainPOP Jr. [Reading Nonfiction](#)
  - BrainPOP Jr. [Writing About Yourself](#)
  - BrainPOP Jr. [Poems](#)
- BrainPOP [J. R. R. Tolkien](#)

- BrainPOP [Jack London](#)
  - BrainPOP [Agatha Christie](#)
  - BrainPOP [Charles Dickens](#)
  - BrainPOP [Frankenstein](#)
  - BrainPOP [Homer](#)
  - BrainPOP [Judy Blume](#)
  - BrainPOP [Kurt Vonnegut](#)
  - BrainPOP [Lord of the Flies](#)
  - BrainPOP [Mark Twain](#)
  - BrainPOP [Maya Angelou](#)
  - BrainPOP [Pablo Neruda](#)
  - BrainPOP [Roald Dahl](#)
  - BrainPOP [William Shakespeare](#)
  - BrainPOP [Anne Frank](#)
  - BrainPOP [Main Idea](#)
- GameUp [Time Zone X: Mark Twain](#)

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

- Story/text:
  - ▶ *structures and features of written text*
    - BrainPOP Jr. [Main Idea](#)
    - BrainPOP Jr. [Make Predictions](#)
    - BrainPOP Jr. [Reading Nonfiction](#)

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

- Story/text:
  - ▶ *literary elements and devices*
    - BrainPOP Jr. [Cynthia Rylant](#)
    - BrainPOP Jr. [Ezra Jack Keats](#)
    - BrainPOP Jr. [Dr. Seuss](#)
    - BrainPOP Jr. [Character](#)
    - BrainPOP Jr. [Poems](#)
    - BrainPOP Jr. [Writing with the Senses](#)
    - BrainPOP Jr. [Book Reports](#)
    - BrainPOP Jr. [Plot](#)
    - BrainPOP Jr. [Setting](#)
    - BrainPOP Jr. [Short Story](#)
- BrainPOP [A Wrinkle in Time](#)
- BrainPOP [J. R. R. Tolkien](#)
- BrainPOP [Jack London](#)
- BrainPOP [Idioms and Clichés](#)
- BrainPOP [Mood and Tone](#)

**British Columbia**

Grade 3

**British Columbia Learning Standards > English Language Arts (2015)**

- Strategies and processes:
  - ▶ *reading strategies*
    - BrainPOP Jr. [Make Predictions](#)

- **BrainPOP Jr. Sequence**

- **BrainPOP Main Idea**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

☰ Strategies and processes:

▶ *oral language strategies*

- **BrainPOP Jr. Listening and Speaking**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

☰ Strategies and processes:

▶ *writing processes*

- **BrainPOP Jr. Biography**
- **BrainPOP Jr. Short Story**

☰ • **BrainPOP Jr. Types of Sentences**

- **BrainPOP Jr. Writing a Paragraph**

- **BrainPOP Book Report**

- **BrainPOP Writing Process**

☰ • **BrainPOP Five-Paragraph Essay**

- **BrainPOP Main Idea**

- **BrainPOP Show, Not Tell**

- **BrainPOP Strengthening Sentences**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

☰ Language features, structures, and conventions:

▶ *features of oral language*

- **BrainPOP Jr. Listening and Speaking**

- **BrainPOP Public Speaking**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

☰ Language features, structures, and conventions:

▶ *word patterns, word families*

- **BrainPOP Jr. Rhyming Words**

- **BrainPOP Roots, Prefixes, and Suffixes**

- **BrainPOP Contractions**

## British Columbia

Grade 3

### British Columbia Learning Standards > English Language Arts (2015)

☰ Language features, structures, and conventions:

▶ *sentence structure and grammar*

- **BrainPOP Jr. Capital and Lowercase**

- **BrainPOP Jr. Tenses**

☰ • **BrainPOP Jr. Nouns**

- **BrainPOP Jr. Verbs**

- **BrainPOP Jr. Types of Sentences**

- **BrainPOP Jr. Plural Nouns**

- BrainPOP Jr. **Adjectives and Adverbs**
- BrainPOP Jr. **Short Story**
  
- BrainPOP **Strengthening Sentences**
- BrainPOP **Subject-Verb Agreement**
- BrainPOP **Verbs and their Objects**
- BrainPOP **Clauses**
- BrainPOP **Run-On Sentences**
- BrainPOP **Sentence Fragments**
- BrainPOP **Subject and Predicate**
- BrainPOP **Diagramming Sentences**
- BrainPOP **Nouns**
- BrainPOP **Parts of Speech**
- BrainPOP **Personal Pronouns**
- BrainPOP **Punctuation**
- BrainPOP **Semicolons**
- BrainPOP **Adjectives**
- BrainPOP **Adverbs**
- BrainPOP **Capitalization**
- BrainPOP **Colons**
- BrainPOP **Conjunctions**
- BrainPOP **Prepositional Phrases**
- BrainPOP **Tenses**
- BrainPOP **Antonyms, Synonyms, and Homonyms**
- BrainPOP **They're, Their, and There**
- BrainPOP **Types of Sentences**
- BrainPOP **Five-Paragraph Essay**
- BrainPOP **Writing Process**
- BrainPOP **Contractions**
- BrainPOP **Idioms and Clichés**
- BrainPOP **Dialogue**
- BrainPOP **Main Idea**
- BrainPOP **Show, Not Tell**
  
- BrainPOP ESL **Review: Conditionals**
- BrainPOP ESL **Second Conditional**
- BrainPOP ESL **First Conditional and Time Clauses**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Oral Language (Speaking and Listening)
  - ▶ **A1** use speaking and listening to interact with others for the purposes of
    - ▶ *contributing to a class goal*
    - BrainPOP Jr. **Listening and Speaking**
  
    - BrainPOP **Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Oral Language (Speaking and Listening)
  - ▶ **A1** use speaking and listening to interact with others for the purposes of
    - ▶ *sharing ideas and opinions*

- **BrainPOP Jr. Listening and Speaking**

- **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

▶ **A1** use speaking and listening to interact with others for the purposes of

▶ *making connections*

- **BrainPOP Theme**
- **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

▶ **A1** use speaking and listening to interact with others for the purposes of

▶ *solving problems*

- **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

▶ **A1** use speaking and listening to interact with others for the purposes of

▶ *completing tasks*

- **BrainPOP Jr. Listening and Speaking**
- **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

▶ **A2** use speaking to explore, express, and present ideas, information, and feelings for different purposes, by

▶ *staying on topic in a focussed discussion*

- **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

▶ **A2** use speaking to explore, express, and present ideas, information, and feelings for different purposes, by

▶ *recounting experiences in a logical sequence*

- **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

▶ **A2** use speaking to explore, express, and present ideas, information, and feelings for different purposes, by

▶ *presenting a central idea with supporting details*

- **BrainPOP Debate**
- **BrainPOP Public Speaking**

**British**

**British Columbia Learning Outcomes > English Language Arts (2006)**



## Columbia

Grade 3

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A2** use speaking to explore, express, and present ideas, information, and feelings for different purposes, by
    - ▶ *using specific and descriptive vocabulary*
  - **BrainPOP Jr. Writing with the Senses**
  - **BrainPOP Jr. Poems**
  
  - **BrainPOP Strengthening Sentences**
  - **BrainPOP Idioms and Clichés**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A2** use speaking to explore, express, and present ideas, information, and feelings for different purposes, by
    - ▶ *sharing connections made*
  - **BrainPOP Public Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A3** listen purposefully to understand ideas and information, by
    - ▶ *identifying the main ideas and supporting details*
  - **BrainPOP Jr. Listening and Speaking**
  
  - **BrainPOP Setting Goals**
  - **BrainPOP Main Idea**
  
  - **GameUp Quandary**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A3** listen purposefully to understand ideas and information, by
    - ▶ *generating questions*
  - **BrainPOP Jr. Listening and Speaking**
  
  - **BrainPOP Setting Goals**
  - **BrainPOP Getting Help**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A3** listen purposefully to understand ideas and information, by
    - ▶ *visualizing and sharing*
  - **BrainPOP Jr. Listening and Speaking**
  
  - **BrainPOP Setting Goals**
  - **BrainPOP Back to School**

## British Columbia

### British Columbia Learning Outcomes > English Language Arts (2006)

- Grade 3
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A4** use a variety of strategies when interacting with others, including
      - ▶ *making and sharing connections*
    - **BrainPOP Theme**
    - **BrainPOP Public Speaking**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 3
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A4** use a variety of strategies when interacting with others, including
      - ▶ *asking questions for clarification and understanding*
    - **BrainPOP Jr. Listening and Speaking**
    - **BrainPOP Getting Help**
    - **BrainPOP Public Speaking**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 3
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A4** use a variety of strategies when interacting with others, including
      - ▶ *taking turns as speaker and listener*
    - **BrainPOP Jr. Listening and Speaking**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 3
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** use a variety of strategies when expressing and presenting ideas, information, and feelings, including
      - ▶ *setting a purpose*
    - **BrainPOP Jr. Listening and Speaking**
    - **BrainPOP Public Speaking**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 3
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** use a variety of strategies when expressing and presenting ideas, information, and feelings, including
      - ▶ *generating ideas*
    - **BrainPOP Public Speaking**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 3
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** use a variety of strategies when expressing and presenting ideas, information, and feelings, including
      - ▶ *making and sharing connections*
    - **BrainPOP Theme**
    - **BrainPOP Public Speaking**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 3
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** use a variety of strategies when expressing and presenting ideas, information, and feelings,

including

▶ *asking questions to clarify and confirm meaning*

- **BrainPOP Jr. Listening and Speaking**

- **BrainPOP Getting Help**
- **BrainPOP Public Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

☉ Oral Language (Speaking and Listening)

▶ **A5** use a variety of strategies when expressing and presenting ideas, information, and feelings, including

▶ *organizing information*

- **BrainPOP Public Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

☉ Oral Language (Speaking and Listening)

▶ **A5** use a variety of strategies when expressing and presenting ideas, information, and feelings, including

▶ *practising delivery*

- **BrainPOP Public Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

☉ Oral Language (Speaking and Listening)

▶ **A5** use a variety of strategies when expressing and presenting ideas, information, and feelings, including

▶ *self-monitoring and self-correcting in response to feedback*

- **BrainPOP Public Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

☉ Oral Language (Speaking and Listening)

▶ **A6** use a variety of strategies when listening to make and clarify meaning, including

▶ *focussing on speaker*

- **BrainPOP Jr. Listening and Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

☉ Oral Language (Speaking and Listening)

▶ **A6** use a variety of strategies when listening to make and clarify meaning, including

▶ *listening for specifics*

- **BrainPOP Setting Goals**
- **BrainPOP Main Idea**

- **GameUp Quandary**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

☉ Oral Language (Speaking and Listening)

▶ **A6** use a variety of strategies when listening to make and clarify meaning, including

▶ *asking questions*

- **BrainPOP Jr. Listening and Speaking**

- **BrainPOP Setting Goals**
- **BrainPOP Getting Help**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A6** use a variety of strategies when listening to make and clarify meaning, including
    - ▶ *recalling and summarizing*
      - **BrainPOP Paraphrasing**
      - **BrainPOP Book Report**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A6** use a variety of strategies when listening to make and clarify meaning, including
    - ▶ *monitoring comprehension*
      - **BrainPOP Jr. Listening and Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A7** *demonstrate enhanced vocabulary knowledge and usage*
    - **BrainPOP Jr. Listening and Speaking**
    - **BrainPOP Jr. Adjectives and Adverbs**
    - **BrainPOP Jr. Writing with the Senses**
- ☰
  - **BrainPOP Public Speaking**
  - **BrainPOP Parts of Speech**
- ☰
  - **BrainPOP Sentence Fragments**
  - **BrainPOP Subject and Predicate**
  - **BrainPOP Tenses**
  - **BrainPOP Subject-Verb Agreement**
  - **BrainPOP Clauses**
  - **BrainPOP Nouns**
  - **BrainPOP Colons**
  - **BrainPOP Run-On Sentences**
  - **BrainPOP Semicolons**
  - **BrainPOP They're, Their, and There**
  - **BrainPOP Adjectives**
  - **BrainPOP Adverbs**
  - **BrainPOP Personal Pronouns**
  - **BrainPOP Punctuation**
  - **BrainPOP Verbs and their Objects**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A8** *engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)*
    - **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to extend thinking, by
    - ▶ *making connections*
    - **BrainPOP Theme**
    - **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to extend thinking, by
    - ▶ *inquiring*
    - **BrainPOP Jr. Listening and Speaking**
    - **BrainPOP Getting Help**
    - **BrainPOP Setting Goals**
    - **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to extend thinking, by
    - ▶ *comparing and contrasting*
    - **BrainPOP Point of View**
    - **BrainPOP ESL Relative Pronouns and Used To**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to extend thinking, by
    - ▶ *summarizing*
    - **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *referring to class-generated criteria*
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Public Speaking**
    - **BrainPOP Writing Process**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *reflecting on and discussing peer and adult feedback*
    - **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *setting goals and creating a plan for improvement*
  - **BrainPOP Back to School**
  - **BrainPOP Test Preparation**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *taking steps toward achieving goals*
  - **BrainPOP Jr. Listening and Speaking**
  
  - **BrainPOP Back to School**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A11** use the features of oral language to convey and derive meaning, including
    - ▶ *sentence lengths and types*
  - **BrainPOP Strengthening Sentences**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A11** use the features of oral language to convey and derive meaning, including
    - ▶ *transitions*
  - **BrainPOP Five-Paragraph Essay**
  - **BrainPOP Public Speaking**
  - **BrainPOP Writing In Sequence**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A11** use the features of oral language to convey and derive meaning, including
    - ▶ *syntax (i.e., grammar and usage)*
  - **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A11** use the features of oral language to convey and derive meaning, including
    - ▶ *enunciation*
  - **BrainPOP Public Speaking**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A11** use the features of oral language to convey and derive meaning, including
    - ▶ *receptive listening posture*
  - **BrainPOP Jr. Listening and Speaking**

- **BrainPOP Public Speaking**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Oral Language (Speaking and Listening)

- ▶ **A12** recognize the structures and patterns of language in oral texts, including
  - ▶ *sound devices, such as rhyme, repetition, and alliteration*

- **BrainPOP Jr. Poems**
- **BrainPOP Jr. Rhyming Words**
  
- **BrainPOP Poetry**
- **BrainPOP Pablo Neruda**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Oral Language (Speaking and Listening)

- ▶ **A12** recognize the structures and patterns of language in oral texts, including
  - ▶ *idiomatic expressions*

- **BrainPOP Idioms and Clichés**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as
  - ▶ *stories from various Aboriginal and other cultures*

- **BrainPOP Jr. Setting**
  
- **BrainPOP Agatha Christie**
- **BrainPOP Charles Dickens**
- ☰ • **BrainPOP Frankenstein**
- **BrainPOP Homer**
- **BrainPOP Judy Blume**
- **BrainPOP Kurt Vonnegut**
- **BrainPOP Lord of the Flies**
- **BrainPOP Mark Twain**
- **BrainPOP Maya Angelou**
- **BrainPOP Pablo Neruda**
- **BrainPOP Roald Dahl**
- **BrainPOP William Shakespeare**
- **BrainPOP Anne Frank**
  
- **GameUp Time Zone X: Mark Twain**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as
  - ▶ *stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries)*

- BrainPOP Jr. [Choosing a Book](#)
- BrainPOP Jr. [Main Idea](#)
- • BrainPOP Jr. [Make Inferences](#)
- BrainPOP Jr. [Make Predictions](#)
- BrainPOP Jr. [Sequence](#)
- BrainPOP Jr. [Writing About Yourself](#)
- BrainPOP Jr. [Reading Nonfiction](#)
- BrainPOP Jr. [Poems](#)
- BrainPOP Jr. [Biography](#)
- BrainPOP Jr. [Cynthia Rylant](#)
- BrainPOP Jr. [Dr. Seuss](#)
- BrainPOP Jr. [Ezra Jack Keats](#)
  
- BrainPOP [Maya Angelou](#)
- BrainPOP [Roald Dahl](#)
- • BrainPOP [Kurt Vonnegut](#)
- BrainPOP [Mark Twain](#)
- BrainPOP [Pablo Neruda](#)
- BrainPOP [Judy Blume](#)
- BrainPOP [Literary Genres](#)
- BrainPOP [Main Idea](#)
- BrainPOP [Biography](#)
  
- GameUp [Time Zone X: Mark Twain](#)

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Reading and Viewing
  - ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as
    - ▶ *series and chapter books*
    - BrainPOP Jr. [Main Idea](#)
    - BrainPOP Jr. [Make Inferences](#)
    - • BrainPOP Jr. [Make Predictions](#)
    - BrainPOP Jr. [Sequence](#)
    - BrainPOP Jr. [Choosing a Book](#)
    - BrainPOP Jr. [Reading Nonfiction](#)
    - BrainPOP Jr. [Poems](#)
  
    - BrainPOP [Agatha Christie](#)
    - BrainPOP [Charles Dickens](#)
    - • BrainPOP [Frankenstein](#)
    - BrainPOP [Homer](#)
    - BrainPOP [Judy Blume](#)
    - BrainPOP [Kurt Vonnegut](#)
    - BrainPOP [Lord of the Flies](#)
    - BrainPOP [Mark Twain](#)
    - BrainPOP [Maya Angelou](#)
    - BrainPOP [Pablo Neruda](#)
    - BrainPOP [Roald Dahl](#)
    - BrainPOP [William Shakespeare](#)
    - BrainPOP [Main Idea](#)



- **GameUp Time Zone X: Mark Twain**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as
  - ▶ *poems*
    - **BrainPOP Jr. Dr. Seuss**
    - **BrainPOP Jr. Poems**
    - **BrainPOP Jr. Rhyming Words**
  - **BrainPOP Pablo Neruda**
  - **BrainPOP Poetry**
  - **BrainPOP Homer**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, such as
  - ▶ *non-fiction books*
    - **BrainPOP Jr. Main Idea**
    - **BrainPOP Jr. Make Inferences**
- ☰
  - **BrainPOP Jr. Reading Nonfiction**
  - **BrainPOP Jr. Sequence**
  - **BrainPOP Jr. Choosing a Book**
  - **BrainPOP Jr. Writing About Yourself**
  - **BrainPOP Jr. Setting**
- **BrainPOP Main Idea**
- **BrainPOP Anne Frank**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, such as
  - ▶ *textbooks and other instructional materials*
    - **BrainPOP Jr. Reading Nonfiction**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, such as
  - ▶ *materials that contain simple diagrams, charts, or maps*
    - **BrainPOP Jr. Make Predictions**
    - **BrainPOP Jr. Sequence**
- ☰
  - **BrainPOP Jr. Main Idea**
  - **BrainPOP Jr. Make Inferences**
  - **BrainPOP Jr. Reading Nonfiction**
- **BrainPOP Reading a Newspaper**

- **GameUp** [Guts and Bolts](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, such as
  - ▶ *reports and articles from children's magazines*
- **BrainPOP** [Citing Sources](#)
- **BrainPOP** [Research](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, such as
  - ▶ *reference materials*
- **BrainPOP** [Research](#)
- **BrainPOP** [Citing Sources](#)
- **BrainPOP** [Internet Search](#)
- **BrainPOP** [Main Idea](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, such as
  - ▶ *web sites designed for children*
- **BrainPOP** [Internet Search](#)
- **BrainPOP** [Blogs](#)
- ☰ • **BrainPOP** [Citing Sources](#)
- **BrainPOP** [Research](#)
  
- **GameUp** [Search Shark](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, such as
  - ▶ *instructions and procedures*
- **BrainPOP Jr.** [Reading Nonfiction](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B3** *read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension*
- **BrainPOP Jr.** [Choosing a Book](#)
- **BrainPOP Jr.** [Library](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B4** *view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)*
- **BrainPOP Jr.** [Make Predictions](#)
- **BrainPOP Jr.** [Sequence](#)

- **BrainPOP Jr. Reading Nonfiction**
- **BrainPOP Jr. Main Idea**
- **BrainPOP Jr. Dr. Seuss**
- **BrainPOP Jr. Make Inferences**
  
- **BrainPOP Main Idea**
  
- **GameUp Guts and Bolts**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Reading and Viewing
  - ▶ **B5** use a variety of strategies before reading and viewing, including
    - ▶ *accessing prior knowledge to make connections*
- **BrainPOP ESL Wish and Hope**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Reading and Viewing
  - ▶ **B5** use a variety of strategies before reading and viewing, including
    - ▶ *setting a purpose*
- **BrainPOP Reading Skills**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Reading and Viewing
  - ▶ **B5** use a variety of strategies before reading and viewing, including
    - ▶ *making predictions*
- **BrainPOP Jr. Make Predictions**
  
- **BrainPOP ESL Suffixes**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Reading and Viewing
  - ▶ **B5** use a variety of strategies before reading and viewing, including
    - ▶ *asking questions*
- **BrainPOP Jr. Make Predictions**
  
- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**
  
- **BrainPOP ESL Wish and Hope**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Reading and Viewing
  - ▶ **B5** use a variety of strategies before reading and viewing, including
    - ▶ *previewing texts*
- **BrainPOP Jr. Make Predictions**
  
- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *predicting*
    - **BrainPOP Jr. Make Predictions**
    - **BrainPOP Jr. Book Reports**
    - **BrainPOP Jr. Make Inferences**
  
  - **BrainPOP ESL Suffixes**

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *making connections*
    - **BrainPOP Jr. Book Reports**
    - **BrainPOP Jr. Make Inferences**
  
  - **BrainPOP Media Literacy**
  - **BrainPOP Reading a Newspaper**

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *visualizing*
    - **BrainPOP Media Literacy**
    - **BrainPOP Reading a Newspaper**

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *asking and answering questions*
    - **BrainPOP Jr. Book Reports**
    - **BrainPOP Jr. Make Predictions**
  - ☰ • **BrainPOP Jr. Make Inferences**
  - **BrainPOP Jr. Sequence**
  
  - **BrainPOP Media Literacy**
  - **BrainPOP Theme**
  - ☰ • **BrainPOP Main Idea**
  - **BrainPOP Reading a Newspaper**
  
  - **BrainPOP ESL Wish and Hope**

Grade 3

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *using “text features”™*

- **BrainPOP Jr. Make Predictions**
- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *self-monitoring and self-correcting*

- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Sequence**
- **BrainPOP Media Literacy**
- **BrainPOP Reading Skills**
- **BrainPOP Reading a Newspaper**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *figuring out unknown words*

- **BrainPOP Context Clues**
- **BrainPOP Roots, Prefixes, and Suffixes**

☰

- **BrainPOP ESL Suffixes**
- **BrainPOP ESL Conjunctions**
- **BrainPOP ESL Gerunds**
- **BrainPOP ESL Gerunds and Infinitives**
- **BrainPOP ESL Infinitives**
- **BrainPOP ESL Negative Prefixes**
- **BrainPOP ESL Past Perfect**
- **BrainPOP ESL Past Simple/Present Perfect**
- **BrainPOP ESL Prefixes**
- **BrainPOP ESL Prepositions and Gerunds**
- **BrainPOP ESL Present Perfect**
- **BrainPOP ESL Present Perfect Progressive**
- **BrainPOP ESL Review: Affixes and Conjunctions**
- **BrainPOP ESL Review: Gerunds, Infinitives**
- **BrainPOP ESL Review: Perfect Tenses**
- **BrainPOP ESL Review: Conditionals**
- **BrainPOP ESL Review: Unit 6**
- **BrainPOP ESL Second Conditional**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

☰ Reading and Viewing

- ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *reading selectively*
- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Sequence**
  
- **BrainPOP Media Literacy**
- **BrainPOP Main Idea**
- **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B6** use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
    - ▶ *summarizing*
  - **BrainPOP Jr. Main Idea**
  - **BrainPOP Jr. Sequence**
  
  - **BrainPOP Main Idea**
  - **BrainPOP Book Report**
  
  - **BrainPOP ESL Third Conditional**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B7** use a variety of strategies after reading and viewing to confirm and extend meaning, including
    - ▶ *self-monitoring and self-correcting*
  - **BrainPOP Media Literacy**
  - **BrainPOP Main Idea**
  - **BrainPOP Reading Skills**
  - **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B7** use a variety of strategies after reading and viewing to confirm and extend meaning, including
    - ▶ *generating and responding to questions*
  - **BrainPOP Jr. Main Idea**
  
  - **BrainPOP Media Literacy**
  - **BrainPOP Theme**
  - ⊖ • **BrainPOP Main Idea**
  - **BrainPOP Reading a Newspaper**
  
  - **BrainPOP ESL Wish and Hope**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B7** use a variety of strategies after reading and viewing to confirm and extend meaning, including
    - ▶ *generating a response*

- [BrainPOP Media Literacy](#)
- [BrainPOP Book Report](#)
- [BrainPOP Reading a Newspaper](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B7** use a variety of strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *visualizing*
  - [BrainPOP Media Literacy](#)
  - [BrainPOP Reading a Newspaper](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B7** use a variety of strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *retelling and summarizing*
  - [BrainPOP Jr. Main Idea](#)
  
  - [BrainPOP Media Literacy](#)
  - [BrainPOP Book Report](#)
  - [BrainPOP Reading a Newspaper](#)
  
  - [BrainPOP ESL Third Conditional](#)
  - [BrainPOP ESL Reported Speech Statements](#)
  - [BrainPOP ESL Past Perfect](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B7** use a variety of strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *using “text features” to locate information*
  - [BrainPOP Jr. Main Idea](#)
  
  - [BrainPOP ESL Review: Conditionals](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B7** use a variety of strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *using graphic organizers to record information*
  - [BrainPOP Jr. Main Idea](#)
  
  - [BrainPOP ESL Review: Conditionals](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ☰ Reading and Viewing

- ▶ **B8** respond to selections they read or view, by
  - ▶ *expressing an opinion with some supporting evidence*
  - [BrainPOP Media Literacy](#)

## British Columbia

### British Columbia Learning Outcomes > English Language Arts (2006)

- Grade 3
- Reading and Viewing
    - ▶ **B8** respond to selections they read or view, by
      - ▶ *making text-to-self, text-to-text, and text-to-world connections*
  - **BrainPOP Jr. Book Reports**
  - **BrainPOP Media Literacy**
  - **BrainPOP Book Report**
  - **GameUp Quandary**
  - **BrainPOP ESL Relative Pronouns and Used To**

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

- Grade 3
- Reading and Viewing
    - ▶ **B9** read and view to extend thinking, by
      - ▶ *predicting*
  - **BrainPOP Jr. Make Predictions**
  - **BrainPOP Jr. Make Inferences**
  - **BrainPOP ESL Suffixes**

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

- Grade 3
- Reading and Viewing
    - ▶ **B9** read and view to extend thinking, by
      - ▶ *developing connections and explanations*
  - **BrainPOP Media Literacy**

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

- Grade 3
- Reading and Viewing
    - ▶ **B9** read and view to extend thinking, by
      - ▶ *distinguishing between fact and fiction*
  - **BrainPOP Media Literacy**
  - **BrainPOP Critical Reasoning**
  - **BrainPOP Fact and Opinion**
  - **GameUp Quandary**

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

- Grade 3
- Reading and Viewing
    - ▶ **B9** read and view to extend thinking, by
      - ▶ *drawing conclusions*
  - **BrainPOP Media Literacy**
  - **BrainPOP Critical Reasoning**

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

- Grade 3
- Reading and Viewing
    - ▶ **B10** reflect on and assess their reading and viewing, by
      - ▶ *referring to class-generated criteria*
  - **BrainPOP Media Literacy**



- [BrainPOP Reading a Newspaper](#)

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

Grade 3

- ⊖ Reading and Viewing
  - ▶ **B10** reflect on and assess their reading and viewing, by
    - ▶ *setting goals and creating a plan for improvement*
- [BrainPOP Test Preparation](#)

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

Grade 3

- ⊖ Reading and Viewing
  - ▶ **B10** reflect on and assess their reading and viewing, by
    - ▶ *taking steps toward achieving goals*
- [BrainPOP Media Literacy](#)
- [BrainPOP Reading a Newspaper](#)

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

Grade 3

- ⊖ Reading and Viewing
  - ▶ **B11** recognize and derive meaning from the structures and features of texts, including
    - ▶ *form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)*
- [BrainPOP Jr. Poems](#)
- [BrainPOP Jr. Dr. Seuss](#)
- ⊖ • [BrainPOP Jr. Main Idea](#)
- [BrainPOP Jr. Make Predictions](#)
- [BrainPOP Jr. Sequence](#)
  
- [BrainPOP Pablo Neruda](#)
- [BrainPOP Homer](#)
- ⊖ • [BrainPOP William Shakespeare](#)
- [BrainPOP Frankenstein](#)
- [BrainPOP J. R. R. Tolkien](#)
- [BrainPOP Jack London](#)
- [BrainPOP Lord of the Flies](#)
- [BrainPOP Maya Angelou](#)
- [BrainPOP Agatha Christie](#)
- [BrainPOP Anne Frank](#)
- [BrainPOP Charles Dickens](#)
- [BrainPOP Judy Blume](#)
- [BrainPOP Kurt Vonnegut](#)
- [BrainPOP Mark Twain](#)
- [BrainPOP Roald Dahl](#)
- [BrainPOP Main Idea](#)
- [BrainPOP Internet Search](#)
- [BrainPOP Blogs](#)
  
- [GameUp Time Zone X: Mark Twain](#)

**British Columbia Learning Outcomes > English Language Arts (2006)**

**British Columbia**

Grade 3

- ⊖ Reading and Viewing

- ▶ **B11** recognize and derive meaning from the structures and features of texts, including
  - ▶ *literary elements (e.g., plot, conflict, theme, character, setting)*
- **BrainPOP Jr. Make Inferences**
- **BrainPOP Jr. Make Predictions**
- ⊖ • **BrainPOP Jr. Sequence**
- **BrainPOP Jr. Poems**
- **BrainPOP Media Literacy**
- **BrainPOP Theme**
- ⊖ • **BrainPOP Mood and Tone**
- **BrainPOP Idioms and Clichés**
- **BrainPOP Frankenstein**
- **BrainPOP J. R. R. Tolkien**
- **BrainPOP Jack London**
- **BrainPOP Kurt Vonnegut**
- **BrainPOP A Wrinkle in Time**
- **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B11** recognize and derive meaning from the structures and features of texts, including
    - ▶ *literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration)*
  - **BrainPOP Jr. Poems**
  - **BrainPOP Jr. Dr. Seuss**
  - **BrainPOP Idioms and Clichés**
  - **BrainPOP Pablo Neruda**
  - ⊖ • **BrainPOP Media Literacy**
  - **BrainPOP Similes and Metaphors**
  - **BrainPOP Poetry**
  - **BrainPOP Mood and Tone**
  - **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B11** recognize and derive meaning from the structures and features of texts, including
    - ▶ *text features™ (e.g., headings, diagrams, columns, sidebars)*
  - **BrainPOP Jr. Make Predictions**
  - **BrainPOP Jr. Main Idea**
  - **BrainPOP Jr. Sequence**
  - **GameUp Guts and Bolts**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing
  - ▶ **C1** create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring
    - ▶ *ideas supported by related details*
  - **BrainPOP Jr. Short Story**

- **BrainPOP Jr. Writing a Paragraph**

- **BrainPOP Book Report**
- **BrainPOP Writing Process**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Types of Writing**

- **BrainPOP ESL Wish and Hope**
- **BrainPOP ESL Past Perfect**
- **BrainPOP ESL Past Simple/Present Perfect**
- **BrainPOP ESL Present Perfect**
- **BrainPOP ESL Present Perfect Progressive**
- **BrainPOP ESL Review: Perfect Tenses**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C1** create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring
  - ▶ *sentence fluency using a variety of sentence lengths and patterns*
- **BrainPOP Strengthening Sentences**
- **BrainPOP Five-Paragraph Essay**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C1** create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring
  - ▶ *experimentation with word choice by using new and different words*
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Jr. Writing with the Senses**

- **BrainPOP Dialogue**
- **BrainPOP Point of View**

#### + 8 more resources

- **BrainPOP ESL Past Perfect**
- **BrainPOP ESL Past Simple/Present Perfect**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C1** create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring
  - ▶ *an organization that is meaningful and logical*
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Writing In Sequence**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Types of Writing**
- **BrainPOP Writing Process**

- BrainPOP ESL [Past Perfect](#)
- BrainPOP ESL [Past Simple/Present Perfect](#)
- BrainPOP ESL [Present Perfect](#)
- BrainPOP ESL [Present Perfect Progressive](#)
- BrainPOP ESL [Review: Perfect Tenses](#)
- BrainPOP ESL [Wish and Hope](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C2** create a variety of clear, easy-to-follow informational writing and representations, featuring
    - ▶ *ideas that are adequately developed through relevant details and explanations*
- BrainPOP Jr. [Writing a Paragraph](#)
- BrainPOP [Five-Paragraph Essay](#)
- BrainPOP [Book Report](#)
- BrainPOP [Prewriting: Organizing Your Thoughts](#)
- BrainPOP [Types of Writing](#)
- BrainPOP [Writing Process](#)
- BrainPOP ESL [Conjunctions](#)
- BrainPOP ESL [First Conditional and Time Clauses](#)
- BrainPOP ESL [Idioms](#)
- BrainPOP ESL [Negative Prefixes](#)
- BrainPOP ESL [Prefixes](#)
- BrainPOP ESL [Reported Speech Questions](#)
- BrainPOP ESL [Review: Affixes and Conjunctions](#)
- BrainPOP ESL [Review: Conditionals](#)
- BrainPOP ESL [Review: Unit 6](#)
- BrainPOP ESL [Second Conditional](#)
- BrainPOP ESL [Suffixes](#)
- BrainPOP ESL [Third Conditional](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C2** create a variety of clear, easy-to-follow informational writing and representations, featuring
    - ▶ *sentence fluency through a variety of correctly constructed sentences*
- BrainPOP [Strengthening Sentences](#)
- BrainPOP [Clauses](#)
- BrainPOP [Nouns](#)
- BrainPOP ESL [Conjunctions](#)

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C2** create a variety of clear, easy-to-follow informational writing and representations, featuring
    - ▶ *word choice by using some new and precise words including content-specific vocabulary*
- BrainPOP [Mood and Tone](#)

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Writing and Representing

- ▶ **C2** create a variety of clear, easy-to-follow informational writing and representations, featuring
  - ▶ *a voice that demonstrates interest in and knowledge of the topic*
- **BrainPOP Prewriting: Organizing Your Thoughts**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Writing and Representing

- ▶ **C2** create a variety of clear, easy-to-follow informational writing and representations, featuring
  - ▶ *an organization that includes an introduction, and logically connected and sequenced details*
- **BrainPOP Jr. Writing a Paragraph**

- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Writing In Sequence**

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- **BrainPOP Types of Writing**
- **BrainPOP Book Report**
- **BrainPOP Prewriting: Organizing Your Thoughts**

- **BrainPOP ESL Conjunctions**
- **BrainPOP ESL Review: Affixes and Conjunctions**
- ☰ • **BrainPOP ESL Negative Prefixes**
- **BrainPOP ESL Prefixes**
- **BrainPOP ESL Reported Speech Questions**
- **BrainPOP ESL Review: Unit 6**
- **BrainPOP ESL Suffixes**
- **BrainPOP ESL First Conditional and Time Clauses**
- **BrainPOP ESL Idioms**
- **BrainPOP ESL Review: Conditionals**
- **BrainPOP ESL Second Conditional**
- **BrainPOP ESL Third Conditional**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Writing and Representing

- ▶ **C3** create a variety of imaginative writing and representations following patterns modelled from literature, featuring
  - ▶ *ideas developed through interesting sensory detail*
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Writing with the Senses**
- **BrainPOP Jr. Poems**

- **BrainPOP Show, Not Tell**
- **BrainPOP Imagination**

☰

- **BrainPOP Similes and Metaphors**
- **BrainPOP Adjectives**
- **BrainPOP Strengthening Sentences**
- **BrainPOP Types of Writing**
- **BrainPOP ESL Reported Speech Statements**

**British**

**British Columbia Learning Outcomes > English Language Arts (2006)**

## Columbia

Grade 3

- ⊖ Writing and Representing
  - ▶ **C3** create a variety of imaginative writing and representations following patterns modelled from literature, featuring
    - ▶ *sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural*
  - **BrainPOP Strengthening Sentences**
  - **BrainPOP Five-Paragraph Essay**
- ⊖
  - **BrainPOP Clauses**
  - **BrainPOP Writing Process**
  - **BrainPOP Book Report**
  - **BrainPOP Imagination**
  
- **BrainPOP ESL Reported Speech Statements**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Writing and Representing
    - ▶ **C3** create a variety of imaginative writing and representations following patterns modelled from literature, featuring
      - ▶ *experimentation with word choice by using new, unusual words and varied descriptive and sensory language*
    - **BrainPOP Jr. Poems**
    - **BrainPOP Jr. Short Story**
    - **BrainPOP Jr. Writing with the Senses**
  
  - **BrainPOP Imagination**
  - **BrainPOP Similes and Metaphors**
- ⊖
    - **BrainPOP Adjectives**
    - **BrainPOP Idioms and Clichés**
    - **BrainPOP Strengthening Sentences**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Mood and Tone**
    - **BrainPOP Types of Writing**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Writing and Representing
  - ▶ **C3** create a variety of imaginative writing and representations following patterns modelled from literature, featuring
    - ▶ *an emerging voice demonstrating a developing writing style*
  - **BrainPOP Imagination**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Writing and Representing
  - ▶ **C3** create a variety of imaginative writing and representations following patterns modelled from literature, featuring
    - ▶ *an organization that develops logically from an engaging opening through to a satisfying ending*
  - **BrainPOP Jr. Short Story**
  - **BrainPOP Jr. Writing a Paragraph**
  
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Writing In Sequence**

- **BrainPOP Types of Writing**
- **BrainPOP Writing Process**
- **BrainPOP ESL Reported Speech Statements**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Writing and Representing
  - ▶ **C4** use a variety of strategies before writing and representing, including
    - ▶ *setting a purpose*
      - **BrainPOP Jr. How-To Essay**
      - **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Writing Process**
- **BrainPOP Book Report**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Prewriting: Choosing a Topic**
- **BrainPOP Prewriting: Organizing Your Thoughts**
- **BrainPOP ESL Relative Pronouns and Used To**
- **BrainPOP ESL Reported Speech Questions**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Writing and Representing
  - ▶ **C4** use a variety of strategies before writing and representing, including
    - ▶ *identifying an audience*
      - **BrainPOP Outlines**
      - **BrainPOP Prewriting: Organizing Your Thoughts**
      - **BrainPOP Writing Process**
      - **BrainPOP Book Report**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Imagination**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Writing and Representing
  - ▶ **C4** use a variety of strategies before writing and representing, including
    - ▶ *generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics*
      - **BrainPOP Jr. Plot**
      - **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Character**
- **BrainPOP Jr. Setting**
- **BrainPOP Imagination**
- **BrainPOP Book Report**
- **BrainPOP Writing Process**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Prewriting: Organizing Your Thoughts**

- **BrainPOP ESL First Conditional and Time Clauses**
- **BrainPOP ESL Review: Conditionals**
- **BrainPOP ESL Second Conditional**
- **BrainPOP ESL Third Conditional**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C5** use a variety of strategies during writing and representing to express thoughts, including
    - ▶ *referring to class-generated criteria*
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Writing Process**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C5** use a variety of strategies during writing and representing to express thoughts, including
    - ▶ *referring to word banks*
- **BrainPOP Jr. Synonyms and Antonyms**
- **BrainPOP Dictionary and Thesaurus**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C5** use a variety of strategies during writing and representing to express thoughts, including
    - ▶ *examining models of literature/visuals*
- **BrainPOP Jr. Writing with the Senses**
- **BrainPOP Jr. Poems**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C5** use a variety of strategies during writing and representing to express thoughts, including
    - ▶ *using information from multiple sources*
- **BrainPOP Citing Sources**
- **BrainPOP Internet Search**
- **BrainPOP Research**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C5** use a variety of strategies during writing and representing to express thoughts, including
    - ▶ *revising and editing*
- **BrainPOP Jr. Biography**
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Jr. How-To Essay**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Capital and Lowercase**
- **BrainPOP Jr. Nouns**
- **BrainPOP Jr. Tenses**



- BrainPOP Jr. **Types of Sentences**
- BrainPOP Jr. **Homonyms**
- BrainPOP Jr. **Plural Nouns**
- BrainPOP Jr. **Possessive Nouns**
- BrainPOP Jr. **Sending a Letter**
- BrainPOP Jr. **Silent E**
- BrainPOP Jr. **th, sh, and wh**
- BrainPOP Jr. **Contractions**

- BrainPOP **Writing Process**
- BrainPOP **Five-Paragraph Essay**
- BrainPOP **Hyphens and Dashes**
- BrainPOP **Strengthening Sentences**
- BrainPOP **Run-On Sentences**
- BrainPOP **Subject-Verb Agreement**
- BrainPOP **Book Report**
- BrainPOP **Show, Not Tell**
- BrainPOP **Writing In Sequence**

- GameUp **Quill**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C6** use a variety of strategies after writing and representing to improve their work, including
  - ▶ *checking their work against established criteria*
  - BrainPOP **Writing Process**
  - BrainPOP **Hyphens and Dashes**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C6** use a variety of strategies after writing and representing to improve their work, including
  - ▶ *revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)*
  - BrainPOP Jr. **Biography**
  - BrainPOP Jr. **How-To Essay**
  - BrainPOP Jr. **Short Story**
  - BrainPOP Jr. **Writing a Paragraph**
  - BrainPOP Jr. **Capital and Lowercase**
  - BrainPOP Jr. **Tenses**
  - BrainPOP Jr. **Types of Sentences**
  - BrainPOP Jr. **Nouns**

- BrainPOP **Writing Process**
- BrainPOP **Dialogue**

- BrainPOP **Hyphens and Dashes**
- BrainPOP **Point of View**
- BrainPOP **Writing In Sequence**
- BrainPOP **Idioms and Clichés**
- BrainPOP **Five-Paragraph Essay**
- BrainPOP **Strengthening Sentences**
- BrainPOP **Show, Not Tell**

- BrainPOP **Book Report**
- BrainPOP **Main Idea**
- BrainPOP **Antonyms, Synonyms, and Homonyms**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing
  - ▶ **C6** use a variety of strategies after writing and representing to improve their work, including
    - ▶ *editing for conventions (e.g., capitals, punctuation, spelling)*
      - BrainPOP Jr. **Capital and Lowercase**
      - BrainPOP Jr. **Writing a Paragraph**
  - ⊖
    - BrainPOP Jr. **Book Reports**
    - BrainPOP Jr. **Possessive Nouns**
    - BrainPOP Jr. **Sending a Letter**
    - BrainPOP Jr. **Types of Sentences**
    - BrainPOP Jr. **Nouns**
    - BrainPOP Jr. **Silent E**
    - BrainPOP Jr. **Tenses**
    - BrainPOP Jr. **Contractions**
    - BrainPOP Jr. **Commas with Adjectives and Lists**
    - BrainPOP Jr. **Commas with Clauses**
    - BrainPOP Jr. **Plural Nouns**
    - BrainPOP Jr. **Homonyms**
    - BrainPOP Jr. **th, sh, and wh**
  - BrainPOP **Writing Process**
  - BrainPOP **Colons**
  - ⊖
    - BrainPOP **Run-On Sentences**
    - BrainPOP **Five-Paragraph Essay**
    - BrainPOP **Capitalization**
    - BrainPOP **Hyphens and Dashes**
    - BrainPOP **Types of Sentences**
    - BrainPOP **Nouns**
    - BrainPOP **Interjections**
    - BrainPOP **Punctuation**
    - BrainPOP **Semicolons**
    - BrainPOP **Strengthening Sentences**
    - BrainPOP **Contractions**
    - BrainPOP **Possessives**
    - BrainPOP **They're, Their, and There**
    - BrainPOP **Subject-Verb Agreement**
    - BrainPOP **Dialogue**
    - BrainPOP **Antonyms, Synonyms, and Homonyms**
  - GameUp **Quill**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing
  - ▶ **C7** use writing and representing to express personal responses and opinions about experiences and texts
    - BrainPOP Jr. **Writing About Yourself**

- **BrainPOP Jr. Writing with the Senses**

- **BrainPOP Imagination**
- **BrainPOP Types of Writing**

- **BrainPOP ESL Past Perfect**
- **BrainPOP ESL Past Simple/Present Perfect**
- **BrainPOP ESL Present Perfect**
- **BrainPOP ESL Present Perfect Progressive**
- **BrainPOP ESL Review: Perfect Tenses**

**British Columbia**  
Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- **Writing and Representing**
  - ▶ **C8** use writing and representing to extend thinking, by
    - ▶ *developing explanations*
      - **BrainPOP Jr. Biography**
      - **BrainPOP Jr. Writing with the Senses**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Sending a Letter**
- **BrainPOP Types of Writing**
- **BrainPOP Book Report**
- **BrainPOP Business Letter**
- **BrainPOP Five-Paragraph Essay**

**British Columbia**  
Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- **Writing and Representing**
  - ▶ **C8** use writing and representing to extend thinking, by
    - ▶ *expressing an alternative viewpoint*
      - **BrainPOP ESL Gerunds**
      - **BrainPOP ESL Gerunds and Infinitives**
      - **BrainPOP ESL Infinitives**
      - **BrainPOP ESL Prepositions and Gerunds**
      - **BrainPOP ESL Review: Gerunds, Infinitives**

**British Columbia**  
Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- **Writing and Representing**
  - ▶ **C8** use writing and representing to extend thinking, by
    - ▶ *demonstrating new understandings*
      - **BrainPOP ESL Wish and Hope**

**British Columbia**  
Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

- **Writing and Representing**
  - ▶ **C9** reflect on and assess their writing and representing, by
    - ▶ *referring to class-generated criteria*
      - **BrainPOP Five-Paragraph Essay**
      - **BrainPOP Public Speaking**
      - **BrainPOP Writing Process**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Writing and Representing

- ▶ **C9** reflect on and assess their writing and representing, by
  - ▶ *setting goals and creating a plan for improvement*
- **BrainPOP Back to School**
- **BrainPOP Test Preparation**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Writing and Representing

- ▶ **C9** reflect on and assess their writing and representing, by
  - ▶ *taking steps toward achieving goals*
- **BrainPOP Jr. Listening and Speaking**
  
- **BrainPOP Back to School**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Writing and Representing

- ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *complete simple and compound sentences*
- **BrainPOP Jr. Capital and Lowercase**
- **BrainPOP Jr. Writing a Paragraph**
- ☰ • **BrainPOP Jr. Subject and Verb Agreement**
- **BrainPOP Jr. Types of Sentences**
- **BrainPOP Jr. Writing with the Senses**
- **BrainPOP Jr. Tenses**
- **BrainPOP Jr. Commas with Clauses**
- **BrainPOP Jr. Nouns**
  
- **BrainPOP Diagramming Sentences**
- **BrainPOP Sentence Fragments**
- ☰ • **BrainPOP Clauses**
- **BrainPOP Strengthening Sentences**
- **BrainPOP Subject and Predicate**
- **BrainPOP Conjunctions**
- **BrainPOP Punctuation**
- **BrainPOP Semicolons**
- **BrainPOP Run-On Sentences**
- **BrainPOP Types of Sentences**
- **BrainPOP Dialogue**

**British Columbia**

Grade 3

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Writing and Representing

- ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *various sentence types (e.g., declarative, interrogative, imperative, exclamatory)*
- **BrainPOP Types of Sentences**
- **BrainPOP Strengthening Sentences**
- **BrainPOP Semicolons**

- **BrainPOP Clauses**
- **BrainPOP Conjunctions**
- **BrainPOP Diagramming Sentences**
- **BrainPOP Punctuation**
- **BrainPOP Run-On Sentences**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *paragraphs, with some accuracy*
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Jr. Biography**
- **BrainPOP Jr. How-To Essay**
- **BrainPOP Jr. Main Idea**
- **BrainPOP Jr. Types of Sentences**
- **BrainPOP Jr. Writing with the Senses**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Book Report**
- **BrainPOP Idioms and Clichés**
- **BrainPOP Main Idea**
- **BrainPOP Show, Not Tell**
- **BrainPOP Strengthening Sentences**
- **BrainPOP Writing Process**
- **BrainPOP Dialogue**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *correct subject-verb agreement*
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Subject and Verb Agreement**
- **BrainPOP Jr. Tenses**
- **BrainPOP Jr. Verbs**
- **BrainPOP Jr. Plural Nouns**
- **BrainPOP Subject-Verb Agreement**
- **BrainPOP Subject and Predicate**
- **BrainPOP Verbs and their Objects**
- **BrainPOP Strengthening Sentences**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *past and present tenses*

- BrainPOP Jr. **Tenses**
- BrainPOP Jr. **Verbs**
- BrainPOP Jr. **Short Story**

- BrainPOP **Tenses**
- BrainPOP **Strengthening Sentences**
- BrainPOP **Writing Process**

- BrainPOP ESL **First Conditional and Time Clauses**
- BrainPOP ESL **Past Perfect**
- ☰ • BrainPOP ESL **Past Simple/Present Perfect**
- BrainPOP ESL **Present Perfect**
- BrainPOP ESL **Present Perfect Progressive**
- BrainPOP ESL **Reported Speech Questions**
- BrainPOP ESL **Review: Conditionals**
- BrainPOP ESL **Review: Perfect Tenses**
- BrainPOP ESL **Second Conditional**
- BrainPOP ESL **Third Conditional**
- BrainPOP ESL **Wish and Hope**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☰ Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *noun and pronoun agreement*
    - BrainPOP Jr. **Plural Nouns**
    - BrainPOP Jr. **Capital and Lowercase**
  - ☰ • BrainPOP Jr. **Nouns**
  - BrainPOP Jr. **Tenses**
  - BrainPOP **Nouns**
  - BrainPOP **Personal Pronouns**
  - ☰ • BrainPOP **Parts of Speech**
  - BrainPOP **Diagramming Sentences**
  - BrainPOP **Show, Not Tell**
  - BrainPOP **Strengthening Sentences**
  - BrainPOP ESL **Reported Speech Questions**

## British Columbia

Grade 3

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☰ Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *capitalization in titles of books and stories*
    - BrainPOP Jr. **Capital and Lowercase**
    - BrainPOP Jr. **Nouns**
    - BrainPOP **Capitalization**

## British Columbia

### British Columbia Learning Outcomes > English Language Arts (2006)

Grade 3

- ⊖ Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *punctuation at the end of sentences*
    - **BrainPOP Jr. Types of Sentences**
    - **BrainPOP Jr. Writing a Paragraph**
  - **BrainPOP Punctuation**
  - **BrainPOP Types of Sentences**
- ⊖
  - **BrainPOP Strengthening Sentences**
  - **BrainPOP Hyphens and Dashes**
  - **BrainPOP Semicolons**
  - **BrainPOP Dialogue**
  - **BrainPOP They're, Their, and There**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

- ⊖ Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *apostrophes to form common contractions and to show possession*
    - **BrainPOP Contractions**
    - **BrainPOP Possessives**
    - **BrainPOP Punctuation**
    - **BrainPOP They're, Their, and There**
    - **BrainPOP Dialogue**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

- ⊖ Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *commas in a series, dates, addresses, and locations*
    - **BrainPOP Business Letter**
    - **BrainPOP Punctuation**
    - **BrainPOP Dialogue**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

- ⊖ Writing and Representing
  - ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
    - ▶ *new words from their oral language and reading experiences*
    - **BrainPOP Jr. Writing with the Senses**
  - **BrainPOP Idioms and Clichés**
  - **BrainPOP Similes and Metaphors**
- ⊖
  - **BrainPOP Antonyms, Synonyms, and Homonyms**
  - **BrainPOP Show, Not Tell**
  - **BrainPOP Mood and Tone**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

⊖ Writing and Representing

- ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory*
- **BrainPOP Jr. Silent E**

**British  
Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 3

⊖ Writing and Representing

- ▶ **C10** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist*
- **BrainPOP Jr. ch**
- **BrainPOP Jr. Contractions**
- ⊖ • **BrainPOP Jr. Silent E**
- **BrainPOP Jr. th, sh, and wh**
  
- **BrainPOP They're, Their, and There**
- **BrainPOP Antonyms, Synonyms, and Homonyms**