

Grade 3 + 4 Silver Birch Express Literacy Resource



_____’s
**Silver Birch
Express
Book Reviews!**

2026 Silver Birch Express Award Nominees



Ontario Language Curriculum Connections

Dear Teachers, Teacher Librarians + School Library Staff:

This Silver Birch Express Book Reviews Booklet has been designed to support literacy instruction in your classroom in connection with the Ontario Library Association's Forest of Reading Program. Here are some of the ways in which this resource aligns with the Ontario Language Curriculum for Grade 3.

There are many similar connections for Grades 4.

Grade 3 – Ontario Language Curriculum Connections:

B3. Language Conventions for Reading and Writing

- **B3.1** – identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses
- **B3.2** – demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly
- **B3.3** – use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions

C1. Knowledge about Texts

- **C1.1** – read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

C2. Comprehension Strategies

- **C2.5** – identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them

C3. Critical Thinking in Literacy

- **C3.6** describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility

D1. Developing Ideas and Organizing Content

- **D1.2** – generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas
- **D1.4** – sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used



Forest Of Reading

Booklet for Students

Printing Instructions:

8.5 x 11

Double-sided

Other Instructional Ideas:

- Use the single pages as a follow-up after a full class read aloud
- distribute to different students or pairs to write reviews for specific books

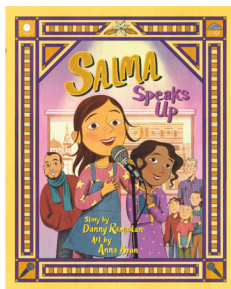
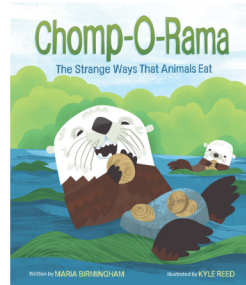
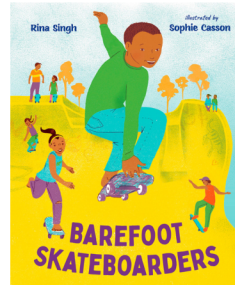
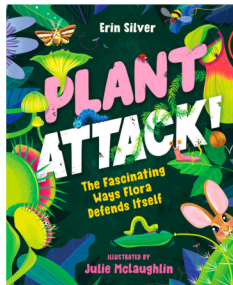
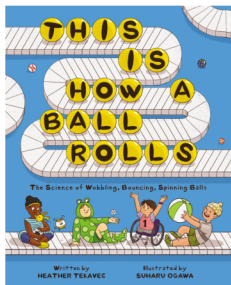


Forest Of Reading

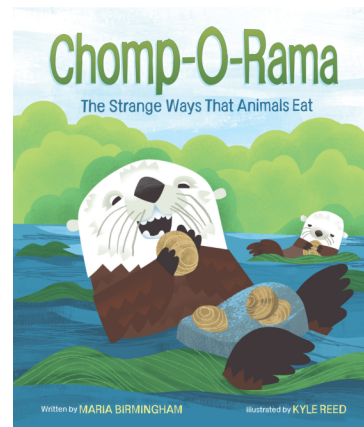
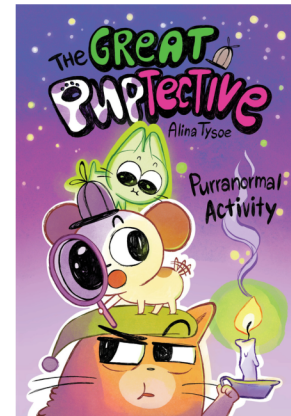
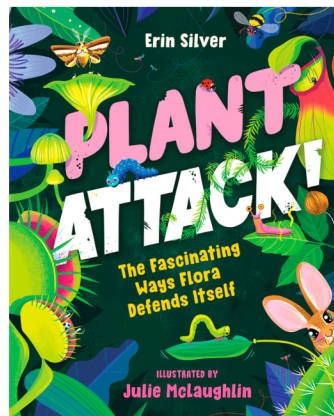
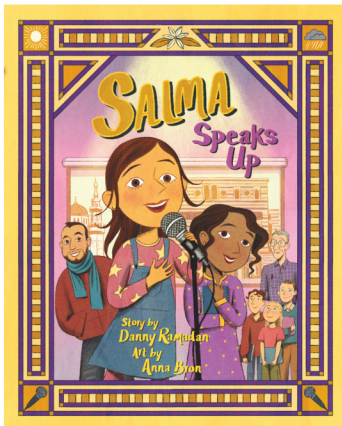
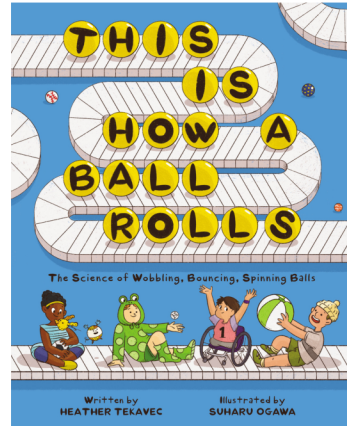
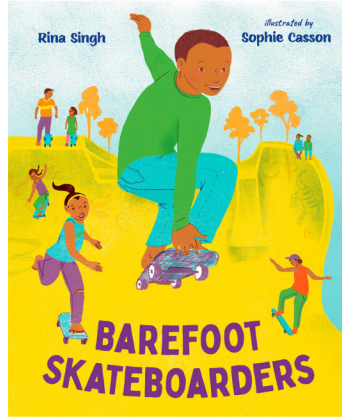
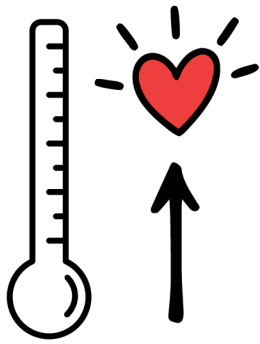


_____’s Silver Birch Express Book Reviews!

2026 Silver Birch Express Award Nominees



How much did you enjoy each nominee?



Author Note:

This resource was designed voluntarily by Sara Furnival in partnership with the Ontario Library Association.

Sara is an elementary educator and former Teacher Librarian of a K-8 school in Guelph, Ontario. She loves reading books with children of all ages, collaborating with colleagues to create fun learning experiences and designing high-quality resources for teachers and library staff, especially to support literacy instruction. She is a firm believer that vibrant school libraries play an immensely important role in schools. She'd love to hear about how this resource has supported learning in your classroom and library. Feel free to reach out: sarafurnival@gmail.com.

Design credit: Thanks to Canva Pro for the fonts, symbols and other graphic design elements used in this resource.



Forest Of Reading