



Recommended P1 / Grade 1 Curriculum Framework

Content: READING – P1 / Grade 1						
Topic: Informational Reading (Weeks 6-9)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Content Connection (How will you integrate OTHER CONTENT AREAS into LITERACY core content?)
<p>Informational Reading</p> <p>RD-E-2.0.6 Use text features (e.g., pictures, lists, tables of contents, tables, charts, graphs, and titles/headings) to understand a passage.</p> <p>RD-E-2.0.7 Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.</p>	<p>POS-ELA-P-R-4 Students will read and understand fiction and nonfiction materials with text features such as pictures, lists, tables of contents, tables, charts, graphs and titles/headings.</p> <p>POS-ELA-P-R-18 Students will use pictures and illustrations in context to make sense of text.</p> <p>POS-ELA-P-R-38 Students will use text structure to interpret print and nonprint (e.g., signs, electronic media) materials for authentic purposes.</p> <p>POS-ELA-P-R-35 Students will understand basic story structure (beginning, middle, end).</p>	<ul style="list-style-type: none"> • Ongoing assessments • Informational Open Response and Multiple Choice Questions 				

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<p>RD-E-2.0.8 Identify main ideas and details that support them.</p> <p>RD-E-2.0.9 Make predictions and draw conclusions based on what is read.</p> <p>RD-E-2.0.10 Connect the content of a passage to students' lives and/or real world issues.</p>	<p>POS-ELA-P-R-37 Students will identify organizational patterns of transactive materials.</p> <p>POS-ELA-P-R-20 Students will use predictions and confirming predictions to make sense of text.</p> <p>POS-ELA-P-R-21 Students will begin to integrate prior knowledge and experiences with text to infer, predict, and conclude.</p> <p>POS-ELA-P-R-2 Students will develop concept of self as reader through using experience, memorization, pictures, and imagination to make meaning from reading materials.</p> <p>POS-ELA-P-R-5 Students will choose and read a variety of reading materials to gain understanding of the world around them and of the nature of texts, including transactive materials (e.g., letters, articles) making text-to-self, text-to-text, and text-to-world connections.</p>					

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<p>It is essential to refer to the attached skills pages, which address reading skills that are taught and applied across all types of reading. Instruction should be based on student's needs, as determined through ongoing assessments. These encompass all reading skills addressed in Core Content and Program of Studies.</p>	<p>POS-ELA-P-R-21 Students will begin to integrate prior knowledge and experiences with text to infer, predict, and conclude.</p> <p>AE-1.2 Students make sense of the variety of materials they read.</p> <p style="text-align: center;">Demonstrators</p> <ul style="list-style-type: none"> • Show interest by listening to and/or reading a multicultural variety of print materials. • Exhibit fluency in reading. • Choose print materials for personal interest both in and out of school. • Select and use appropriate print materials (e.g., informative) for a variety of purposes (e.g., pleasure and information). • Relate reading experiences to life situations. • Use a variety of strategies (e.g., prior knowledge, predict, question, summarize) to construct meaning. • Respond to reading through a variety of forms (e.g., conversation, art, media, writing). • Demonstrate an understanding of print materials read in and out of school. 					