



Recommended P3 / Grade 3 Curriculum Framework

| <b>Content: READING – P3 / Grade 3</b>   |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
| <b>Topic: Literary Reading (Weeks 15-23)</b>   |  |   |   |   |   |   |
| <b>Content</b><br>(What do your students need to KNOW?)  | <b>Demonstrators</b><br>(What do your students need to be able to DO?)   | <b>Assessment</b><br>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)  | <b>Activities</b><br>(HOW will you teach it?) | <b>Resources</b><br>(What MATERIALS will you need?) | <b>Differentiation</b><br>(How will you reach the DIVERSITY of learners?) | <b>Content Connection</b><br>(How will you integrate OTHER CONTENT AREAS into LITERACY core content?) |
| <p><b>Literary Reading</b></p> <p><b>RD-E-1.0.6</b> Explain the meaning of a passage taken from texts appropriate for elementary school students.</p> <p><b>RD-E-1.0.7</b> Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry and plays.</p> <p><b>RD-E-1.0.8</b> Describe characters, plot, setting and problem/solution of a passage.</p> | <p><b>POS-ELA-P-R-5</b> Students will choose and read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials (e.g., plays, poetry, short stories, including memoirs).</p> <p><b>POS-ELA-P-R-25</b> Students will retell familiar stories to demonstrate understanding of plot.</p> <p><b>POS-ELA-P-R-26</b> Students will retell stories containing beginning, middle, and end, and important details.</p> | <p>Ongoing assessments with:</p> <ul style="list-style-type: none"> <li>Developmental Reading Assessment (DRA) or Flynt-Cooter Reading Inventory</li> <li>Phonics Assessment</li> <li>BEAR Spelling Inventory</li> </ul> <p>(At the minimum, reassess in January)</p> <ul style="list-style-type: none"> <li>SRI – January</li> <li>Literary Open Response and Multiple Choice Questions</li> </ul> |   |   |   |   |

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| <p><b>AH-E-3.1.31</b> Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays.</p> <p><b>AH-E-3.1.33</b> Identify and discuss elements of production (scenery, costumes, props, sound and music, makeup and roles) and elements of performance (character, movement, vocal expression, speaking style, listening, acting, storytelling (in a variety of work).</p> <p><b>AH-E-3.1.34</b> Identify and describe basic scenery, props and costumes that would be appropriate for the plot and characters in a short script or story.</p> <p><b>AH-E-3.1.35</b> Identify and describe characters, their relationships and their settings and environments, related to a script, scenario, or classroom dramatization.</p> | <p><b>POS-ELA-P-R-27</b> Students will retell stories with the story elements of plot, setting, characters, and problem/solution.</p> <p><b>POS-AH-P-Dr-1</b> Students will experience dramatic works with attention given to the elements of drama.</p> <p><b>POS-AH-P-Dr-2</b> Students will demonstrate an awareness of the elements of drama (plot, character, props, make-up) and acting (e.g., voice, expression, diction, projection).</p> <p><b>POS-AH-P-Dr-3</b> Students will recognize elements of drama in dramatic works.</p> <p><b>POS-AH-P-Dr-4</b> Students will identify and use elements of drama in dramatic works.</p> |  |   |   |   |   |

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| <p><b>AH-E-3.1.43</b> – Improvise to tell stories that show action and have a clear beginning, middle and end.</p> <p><b>AH-E-3.2.31</b> Discuss the effects of time and place on dramatic works.</p> <p><b>RD-E-1.0.9</b> Explain a character's actions based on a passage.</p> <p><b>RD-E-1.0.10</b> Connect literature to students' lives and real world issues.</p> | <p><b>POS-AH-P-Dr-5</b> Students experience dramatic works from different cultures, periods and styles.</p> <p><b>POS-AH-P-Dr-6</b> Students develop an awareness that different cultures periods and styles influence dramatic productions.</p> <p><b>POS-ELA-P-R-27</b> Students will retell stories with the story elements of plot, setting, characters, and problem/solution.</p> <p><b>POS-ELA-P-R-1</b> Students will listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading and develop text-to-self, text-to-text, and text-to-world connections.</p> <p><b>POS-ELA-P-R-2</b> Students will develop concept of self as a reader through using experience, memorization, pictures, and imagination to make meaning from reading materials.</p> |  |   |   |   |   |

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| <p><b>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.</b></p> | <p><b>POS-ELA-P-R-17</b> Students will use prior experiences to help make sense of stories.</p> <p><b>POS-ELA-P-R-21</b> Students will integrate prior knowledge and experiences with text to infer, predict, and conclude.</p> <p><b>AE-1.2</b> Students make sense of the variety of materials they read.</p> <p style="text-align: center;"><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Show interest by listening to and/or reading a multicultural variety of print materials.</li> <li>• Exhibit fluency in reading.</li> <li>• Choose print materials for personal interest both in and out of school.</li> <li>• Select and use appropriate print materials (e.g., informative) for a variety of purposes (e.g., pleasure and information).</li> <li>• Relate reading experiences to life situations.</li> </ul> |  |   |   |   |   |

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|   | <ul style="list-style-type: none"> <li>• Use a variety of strategies (e.g., prior knowledge, predict, question, summarize) to construct meaning.</li> <li>• Respond to reading through a variety of forms (e.g., conversation, art, media, writing).</li> <li>• Demonstrate an understanding of print materials read in and out of school.</li> </ul> <p><b>AE-2.24</b> Students appreciate creativity and the values of the arts and the humanities.</p> <p style="text-align: center;"><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Describe reaction to dramatic works and performances using basic vocabulary.</li> <li>• Respond to the expressive qualities of drama.</li> <li>• Recognize and demonstrate arts concepts used to describe feelings.</li> </ul> |  |   |   |   |   |

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|  | <p><b>AE-2.25</b> Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities.</p> <p style="text-align: center;"><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Recognize the role of the artist in drama.</li> <li>• Demonstrate dramatic elements.</li> <li>• Express ideas/emotions through drama.</li> </ul> |   |  |  |  |  |