



Recommended P3 / Grade 3 Curriculum Framework

<b>Content: READING – P3 / Grade 3</b>						
<b>Topic: Practical/Workplace Reading (Weeks 24-25)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Content Connection</b> (How will you integrate OTHER CONTENT AREAS into LITERACY core content?)
<p><b>Practical/Workplace</b></p> <p><b>RD-E-4.0.6</b> Locate and apply information for authentic purposes.</p> <p><b>RD-E-4.0.7</b> Follow directions in a passage.</p> <p><b>RD-E-4.0.8</b> Explain why the correct sequence is important.</p>	<p><b>POS-ELA-P-R-6</b> Students will read a variety of materials to accomplish authentic purposes, including reading for enjoyment, to locate information, and to complete tasks.</p> <p><b>POS-ELA-P-R-38</b> Students will use text structure to interpret print and nonprint (e.g., signs, electronic media) materials for authentic purposes.</p> <p><b>POS-ELA-P-R-6</b> Students will read a variety of materials to accomplish authentic purposes, including reading for enjoyment, to locate information, and to complete tasks.</p>	<ul style="list-style-type: none"> <li>• Ongoing assessments</li> <li>• Practical/Workplace Open Response and Multiple Choice Questions</li> </ul>				

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<p><b>RD-E-4.0.9</b> Interpret specialized vocabulary (words and terms specific to understanding the content) found in practical/workplace passages.</p> <p><b>RD-E-4.0.10</b> Identify text features and organizational aids (e.g., bold face print, italics, illustrations, bullets, diagrams, numbers, and indexes) that provide additional clarity.</p> <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>AE-1.2</b> Students make sense of the variety of materials they read.</p> <p><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., information and practical application).</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>					