



Recommended P3 / Grade 3 Curriculum Framework

Content: READING – P3 / Grade 3						
Topic: 4 Types of Reading (Weeks 32-36)						
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>Review all 4 types of reading</p> <p>Literary, Practical/Workplace, Informational, and Persuasive.</p> <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>AE-1.2 Students make sense of the variety of materials they read.</p> <p>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, information and practical application). 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. 	<p>End of year assessments to monitor growth:</p> <ul style="list-style-type: none"> SRI <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> Developmental Reading Assessment (DRA) or Flynt-Cooter Reading Inventory DIBELS Phonics Assessment BEAR Spelling Inventory 				



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	<p>AE-2.24 Students appreciate creativity and the values of the arts and the humanities.</p> <p style="text-align: center;">Demonstrators</p> <ul style="list-style-type: none">• Describe reaction to dramatic works and performances using basic vocabulary.• Respond to the expressive qualities of drama.• Recognize and demonstrate arts concepts used to describe feelings. <p>AE-2.25 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;">Demonstrators</p> <ul style="list-style-type: none">• Recognize the role of the artist in drama.• Demonstrate dramatic elements.• Express ideas/emotions through drama.				
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