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Curriculum

developed under O.Ya. Savchenko's guidance

Grade 3

Literary Reading

(Topic List)

Training Content
Get to know the space of children's reading
<p>Available and interesting educational material for children is diverse in genres, personalities and sources of information:</p> <ul style="list-style-type: none"> - <i>oral folklore</i> (small folklore forms: counting-out games, short speaks, riddles, sayings, proverbs; heroic and fantastic fairy tales, legends, tales, songs); - <i>works of famous Ukrainian and foreign writers:</i> - <i>poetry</i> (landscape poems, plot poems, fantastic poems, humorous poems; mystery poems, acropolis poems); <p><i>prose</i> (stories, excerpts from stories, tales; plays); <i>stories</i> (poems and prose). <i>Scientific and fiction, reference, literature from various sources, texts from the media.</i></p> <p><i>Topics of children's reading:</i> works about the feelings of children, their passions, dreams, relationships in the family, school; about the state of nature at different times of the year; attitude to the Motherland, native language, folk traditions, about the history of the native land, prominent people; discoveries; about the life of writers, creation of books; media texts.</p>
Develop a reading skill, master the techniques of reading comprehension
<p>Formation and development of qualitative characteristics of aloud and silently reading: performance of exercises and tasks for regulation of breathing, development of attention, memory, pace, phonemic hearing, visual perception, operative reading field.</p> <p>Application when reading aloud, reciting in memory following the content of the artwork intonation speech means of expressiveness (tone, strength of voice, logical emphasis, pace of speech).</p> <p>Interpretation of the meanings of unfamiliar words, expressions using footnotes, interpretive vocabulary, as well as relying on context.</p> <p>Finding in the text specific information, facts, concepts, explaining their content (essence); highlighting and explaining important thoughts expressed by the author.</p> <p>Application of different types of reading: analytical reading is used: – for detailed and in-depth familiarization with the content of the text (independently); selective reading is used to find the necessary information, and facts; review reading is used for general familiarization with the content of the text (on the task of the teacher).</p>
We interact verbally according to the content of the read
<p>Perception-understanding of oral information. Analysis and interpretation of what was heard. – development of the ability to ask and answer questions based on the content of the listened texts; determine the sequence of events, the main character; distinguish the information of interest to yourself; determine the theme of the work; participate in the discussion of information that is of</p>

interest;

– development of the ability to recognize keywords and phrases in an oral message;

Formation of abilities to express evaluative judgments:

– verbalization of his/her first impressions of what he listened to: what he/she liked surprised him/her, what mood the work evoked, etc.;

– expressing their own opinion about the facts, and events in the perceived text.

Practical mastery of the dialogical form of speech, and etiquette norms of the culture of communication.

We study and interact with texts of different kinds

Perception and practical distinction of texts of different types (artistic, scientific and artistic).

Study of the construction and content of the fiction text:

(1) semantic and structural analysis of the text:

– development of the ability to answer questions based on the content of the read texts;

– finding links in the text between sentences, paragraphs and parts of the text and explaining them;

– independent determination of the sequence of events in the work;

– an independent compilation of a simple plan to small in volume and uncomplicated in the structure of stories;

– using the plan to transfer the work read;

– establishment of causal relationships;

– formation of the ability to distinguish in the works the elements of the story, description;

– orientation in the structure of the text: start (beginning), main part, the end;

– formation of the ability to find in the text words, expressions, sentences that are key to understanding the text, characteristics of the characters; independently determine the theme of the work and the main opinion with the help of the teacher; correlate the main opinion of the read text with the title, proverb, illustrations;

– development of the ability to apply different types of transfer following the goal (detailed, concise, selective);

(2) study of means of artistic expressiveness:

– development of the ability to highlight bright, accurate, figurative expressions, artistic descriptions in the text, to find out their role in the work: they help to convey the general emotional tone of the work, to reproduce in the imagination of the picture of nature, its state, the place of the event; to show the change in the emotional mood of the characters, etc.;

– expansion and deepening of ideas about epithet, comparison, metaphor; their role in the text;

– independent finding in the text of words that have a figurative meaning, explanation of their meanings

using examples;

– the use of means of artistic expressiveness in their speech;

– formation of the ability to determine the mood, the general tonality of the work;

(3) study of genre features:

– development of abilities to independently determine, to be aware of the genre features of the works studied;

– expansion and deepening of knowledge and skills about genre features of tales about animals, poems (the presence of rhyme, rhythm, the division into stanzas without using the term), stories;

– observation of the structural features of heroic and fantastic tales (mysterious, enchanted, unusual places, objects, creatures; extraordinary power, amazing transformations, etc.), stories (small in volume, mostly a poem in which humorous, allegorical form depicts human deeds,

characters, shortcomings), plays (a dramatic work written for the performance);
– development of skills to correctly identify and name the main character of the work, analyse their actions, motives of behaviour;

(4) dialogical interaction with the text:

– development of the ability to independently ask questions on the content of the text about the fact, event, time, place of the event, heroes of the work;
– development of the ability to express semantic guesses about the indicative content of the work, the possible development of events based on the title, illustrations, keywords; by answering questions that arise in the course of the thoughtful reading of the work;
– the writer's attitude to the depicted events and actions of the characters;
– development of the ability to express in the assessment judgment, feelings about events, actions of characters, descriptions in the artwork.

Study of the construction and content of a scientific and artistic text.

– orientation in the actual content of the work, finding and explaining the words-terms;
– independent determination of the theme of the scientific and artistic text;
– formation of skills to identify, understand the content of graphic material: diagrams, tables, diagrams; explain to which parts of the text they relate;
– development of the ability to independently carry out semantic compression of textual material: to determine and divide the text into semantic parts, to select headings, to draw up a verbal and pictorial plan, to reproduce the content of the text based on the types of the plan;
– formation of skills to create uncomplicated schemes, tables to illustrate the relevant textual material (with the help of a teacher);
– development of skills to express your attitude to the content: explain which facts in the scientific and artistic text interested you most, what exactly; what was new, etc.

Mastering the techniques of working with a children's book

The distinction of children's books that contain various genres, various thematic artworks, scientific and cognitive texts, reference literature, and children's periodicals.

Predicting the indicative content of a children's book based on keywords, structural elements of the book processed in previous classes, as well as an annotation, information about the writer, section headings (for example, in a fairy tale story); verbalizing their assumptions in a short coherent statement.

Formation of the ability to orally design your reading request according to the following algorithm: the author, the title of the book, encyclopaedias; the topic of reading.

The conscious choice of children's book(s) from among those offered by the librarian; selection of the right book in the library's open fund (using knowledge of the alphabet).

Use of various thematic book exhibitions, advertising posters, and Internet resources of the library.

Developing the ability to express your impressions of the book read: to share with peers, adult opinions, what you liked most; convincingly explain why this book is worth reading, what it is interesting for, what emotions it caused, what events described in the book reminded you of situations from your own life experience, etc.

Learning to write a short review of the read book using an algorithm.

Study and interact with media products

Perception, analysis, interpretation, a reflection of various types of media products: visual (text, drawing, photo);

audiovisual (music, radio); audiovisual (TV, cinema, animation Internet, devices);

practical works on illustration of media texts; creation of media products for important dates and events (in the country, in the family, in the classroom).

Role-playing games: announcer, journalist, distributor of visual information.

Convert and stage readings; create your texts

The task of developing imagination in connection with reading, own observations; exercises to combine, emphasize some distinctive, unusual sign; encouraging the discovery of invisible and unheard in the process of reading actions;

Interpretation of illustrations to texts; creation of verbal pictures;

analysis of the text (paragraph) to supplement it, expand it (with the help of the teacher); search for unusual images, words; expressions; create situations for students to choose creative tasks on the topic of the lesson.

Individual and collective compilation of new endings of the read fairy tales, stories; finding rhymes in poems, inventing chains of romantic words; creating creative translations and works by analogy; compiling stories on behalf of one of the characters; practical assimilation (in cooperation with the teacher) of techniques for compiling fairy tales, riddles, meters; (game situations after reading; 'alive' pictures, scenes, staging texts); doing creative tasks based on the perception of different works of art (with the help of a teacher)

Grade 4
Literary Reading
(Topic List)

Training Content
Get to know the space of children's reading
<p>Genre and author's variety of educational material, which students learn in literary reading lessons, independent reading following to individual interests and opportunities to access sources of information:</p> <ul style="list-style-type: none">- <i>oral folklore</i> (small folklore forms; proverbs, sayings, smiles, parables; heroic-fantastic and social-household tales; songs; myths about the creation of the world and people);- <i>artworks of</i> classical writers, famous Ukrainian and foreign writers;- <i>poetry</i> (landscape poems, lyrical poems, plot poems, fantastic poems, humorous poems; mystery poems, tongue twisters, acropolis poems);- <i>prose</i> (stories, excerpts from stories, autobiographical works, memories; legends; plays);- <i>stories</i> (poems and prose); <p><i>Scientific and fiction, popular scientific literature from various sources, educational texts; texts from the media. Topics of children's reading:</i></p> <p>world of thoughts, feelings, aspirations of children; family relations; people's attitude to their native land, native language; reverence for work; events in the life of the Ukrainian diaspora; events of the past and modern; a life of famous people, inventions, fantasies, adventures, fiction; libraries, museums, etc.</p>
Develop a reading skill, master the techniques of reading comprehension
<p>Improvement of the techniques of the semantic and technical sides of the reading aloud and silently: application of the techniques of understanding the content of texts of various types; performance of exercises, tasks to develop the technical side of the skill; reading aloud correctly, at an individual pace, in compliance with the basic norms of orthoepy.</p> <p>Independent selection and use during reading aloud, recitation of prose artistic (passages), poetic works and staging of appropriate speech and extra-language means of expression: tone, volume, logical emphasis, tempo, gestures, facial expressions, etc. Transferring with their help the general emotional mood of the content of the work, changing the emotional mood of the character, the state of nature, etc.</p> <p>Explain the meanings of unfamiliar words, expressions, and terms in texts of different kinds; use footnotes, interpretive dictionaries, and handbooks, based on context, as well as by selecting contextual synonyms.</p> <p>Application of different types of reading: analytical/in-depth, browsing, selective/search reading following the purpose of reading (for all types of texts).</p> <p>Formation of abilities to exercise self-control, self-assessment of own reading activity. The use of rereading techniques to improve, correct the reading technique, fully understand the content, and find answers to the questions asked.</p>

We interact verbally on the content of the listened

Perception-understanding of oral information.

Analysis and interpretation of what was heard.

- development of the ability to reproduce the content of an oral message;
- collective discussion of oral information, supplementing it, substantiation of own opinion;

Formation of abilities to express evaluative judgments:

- expressing their own opinion about the facts, and events in the perceived text.
- development of the ability to express a judgment on the content of the perceived text.

Practical mastery of the dialogical form of speech, and etiquette norms of the culture of communication.

We study and interact with texts of different kinds

Perception and practical distinction of texts of different types (artistic, scientific and artistic).

Study of the construction and content of the fiction text:

(1) semantic and structural analysis of the text:

- perception of the artistic image of the work, understanding the main meaning of the described facts, events, acts of characters;
- finding and explaining the signs of certain events, phenomena, characters to characterize them and prepare them for expressive reading, as well as reading in persons;
- understanding of semantic connections, essential features, concepts, conclusions;
- independent drawing up of a plan for the story, fairy tale, article; use of the plan for the transfer of the work;
- establishment of causal relationships;
- development of the ability to independently understand and determine the theme and the main opinion of the work;

– development of the ability to apply different types of transfer depending on the purpose (detailed, concise, selective);

(2) study of means of artistic expressiveness:

- conscious perception of means of artistic expression following their functions in the work; observation of the author's choice of words in works of different genres during dialogues, descriptions of nature, the appearance of characters, characteristics of characters;
- finding and clarifying the role of epithets, comparisons, metaphors, repetitions, hyperboles in oral folk work and the work of poets and prose writers;
- the use of means of artistic expressiveness in their speech;

(3) study of genre features:

- awareness of relationships: writers — themes; writer — genre;
- improving the ability to determine the main events in the work, explain the dynamics of their development; establish relationships between events and facts, based on the content of the text;
- determining the main and secondary characters of the work; distinguishing the characters in their attitude to the main character;
- development of the ability to characterize a character by his actions, behaviour, to express his judgments about it;

- formation of the ability to reveal the emotional state, mood of other people, perceiving gestures, facial expressions, the intonation of speech, individual elements of the behaviour of the characters of the work;
 - improving the ability to practically distinguish between works of different genres that have been worked out before; to name signs that indicate the belonging of the work to a particular genre.
- (4) dialogical interaction with the text:
- development of the ability to formulate cognitive questions aimed at identifying the general, emotional perception of the content;
- on an in-depth understanding of the text, establishing semantic links between individual parts of the text, etc.; explain that the author's questions or appeals

- induce a dialogical interaction of the reader with the text, the author of the work;
- understanding the motives of the actions of the characters, revealing the author's position on the depicted;
 - identification and assessment of the state of the characters of the work by formulating their evaluative judgments (moral, aesthetic).
- Study of the construction and content of a scientific and artistic text.
- developing the ability to independently understand the content of the title, identify new concepts, terms, find out their essence; determine the theme of the text;
 - formation and development of the ability to understand the features of the scientific and artistic text: the absence of emotional assessments, the presence of scientific facts, concepts, terms, graphic information;
 - emphasising and understanding the essence of graphic information (diagrams, models, graphs, tables); explaining which parts of the content of the text accompany the illustrative material;
 - development of the ability to find and distinguish the information of a natural, historical, cultural nature; explain the phenomena of nature, historical facts, events, correlate them with the text;
 - improvement of the ability to independently carry out semantic compression of the content of the text: to identify key concepts, divide the text into semantic parts, make a generalization of information, including that contained in different parts of the text; to determine micro topics, to select headings to them, to draw up a plan; to concisely reproduce the content of the text with the support of the plan;
 - improving the ability to formulate own thoughts on the content of the text, prove them and confirm them with facts concerning the text; explain what new knowledge, the interesting experience he/she has gained.

Mastering the techniques of working with a children's book

- Development of the ability to be aware of one's reading motives (for pleasure, interesting leisure activities; finding the necessary information, expanding knowledge, etc.); explain the purpose of reading books with texts of different types.
- Improving the skills of independent use of the reference and information apparatus of children's books, types of library and bibliographic assistance as important means when choosing books on the relevant topic, forecasting their content and better understanding. Developing the ability to argue your reading advantages; explain what is the most important and interesting in such books; give examples of favourite children's books, reading topics.
- Formation of the ability to maintain attention, consistently read sections, and chapters and

understand the integral content of such books and individual parts: determine the topic, the main storyline, main and secondary characters; the duration of events in time, etc.

Development of the ability to build coherent reasoned judgments about the general content of the book, the actions of the characters (what the book liked/disliked, whose actions of the heroes deserve/do not deserve approval and why; what was new in the content, interesting);

confirm your thoughts with examples of the text; relate the content of the read text to your own life experience.

Improving the ability to actively participate in the collective discussion of the content of the read: to respect another point of view; to reasonably supplement the answers of students; to ask questions to participants of the dialogue/poliology; to defend their position; to realize that the collective discussion can enrich their own reading experience, contribute to a better understanding of the content.

Formation of the ability to prepare written feedback on the read book (of their own choice)

Study and interact with media products

Processing of sources and methods of information transfer available to children (texts, drawings, photos); analysis of situations from life and school experience, which students reflect in media products;

Creation of stories, stories according to readings, seen with different attitudes (proving one's opinion);

Group work (creation of animations, comics; games, discussions; creation of advertising for books, performances, and events according to the algorithm (in a group, individually), analysis of the influence of advertising on people's actions.

Convert and stage readings; create your texts

Encouraging children to be creative in performing various tasks, and exercises for the development of fantasy, figurative thinking and speech.

Concretization, supplementation of the read text with new information, a new vision through the involvement of illustrative material (drawing, picture, music). The task of figurative representation of the read; the development of fantasy through the interaction of arts ('I see a picture painted by a poet', etc.).

Creation of verbal pictures; creative translation; exercises for rhyme, mastering the techniques of drawing up fairy tales; development of figurative speech (combination of the known with the unknown; accentuation of the detail; stopping or accelerating time; reincarnation, analogy, etc.); riddles, counting-out games, etc.

Finding figurative means in texts (selection of comparisons, epithets, metaphors, polysemous words, phraseological reversals), explanation of their role in the perception of the read.