

# **Belize**

# **National Standards and**

# **Curriculum Web for**

# **LANGUAGE ARTS**

## **Lower Division**



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# Introduction

This document has two major purposes. The first is to define clear, specific and unambiguous standards for student achievement in language arts. The second is to serve as a teachers' manual that is self explanatory and comprehensible to all of Belize's primary school teachers, including those who have not had any formal teacher training.

Three principles underpin the design of this document. These are:

- (1) Clear, specific and unambiguous standards for student achievement should be defined.
- (2) As much of the old curriculum as possible, especially the curriculum content should be preserved.
- (3) The document should serve as a teaching manual that a teacher can use to plan effective lessons without having to receive training on its interpretation.

This book contains the following major parts:

- Content Standards and Learning Outcomes for Lower Division.
- A Curriculum Web
- A Planning Guide
- An Encyclopaedia of Information for Language Arts Teachers

The first part of the book sets the required standards for the teaching of language arts in Belize by outlining forty-five content standards that describe what students *need to know* and *be able to do* in order to achieve the overall goal of language arts teaching in Belize, which is as follows:

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## GOAL 11 of the National Goals of Education in Belize

By the end of primary school, all students should have the ability to communicate proficiently in English.<sup>1</sup>

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The forty-five content standards define what is meant by "proficiency in English". They outline, clearly and unambiguously, what needs to be taught and assessed in all schools and provide a framework for organizing curriculum content into instructional units and lessons.

For each content standard, there are specific **learning outcomes** which are unique to each grade level. These learning outcomes specify the level that students are expected to achieve in each year as they progress towards attaining the overall goal of proficiency. Most lesson objectives will be based on the learning outcomes. However, content standards are designed for use not only by teachers but also by administrators, curriculum planners and principals. They can also be shared with students, for motivational purposes, with parents, so they can monitor the progress of their children, and with educational stakeholders and the general public so they can evaluate the success of the school system.

Planning, instruction and assessment should be determined by the content standards and learning outcomes. In other words, it is mandatory for schools to design instruction with the aim of enabling students to achieve the relevant standards. However, this document does not dictate how teaching and assessing is to occur. Schools have the responsibility for designing instructional programmes and for selecting instructional approaches, methods and strategies that are appropriate for their particular students.

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<sup>1</sup> *Handbook of Policies and Procedures for School Services(2000)*, Ministry of Education, Belize, p179

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In addition to setting standards, this document provides advice on teaching strategies, learning activities, assessment strategies and resources. This advice is presented in a series of web-diagrams, one for each content standard, which are collectively called the Curriculum Web.

Following the Curriculum Web, a planning guide gives scope and sequence charts for Infant I, Infant 2 and Standard 1, as well as a sample annual plan and unit plan for the beginning of Infant 1. Although these sections are advisory and schools may vary from the formats provided, all teachers are expected to have annual, unit and either weekly or daily lesson plans. All schools should revise the scope and sequence charts so they meet the needs of their particular students.

This book's final major part is an encyclopaedia of information for language arts teachers. This contains definitions and analysis of terms used in the curriculum. It also highlights recommended approaches, methods and strategies for instruction and assessment.

Finally, it is important to note that this curriculum is designed for the teaching of Language Arts as an integrated subject. It is not appropriate for school timetables to contain separate subjects such as grammar, phonics, literature, spelling and creative writing. Similarly, when reporting to parents, schools should supply a grade for Language Arts, although this could be subdivided into other components, for example by giving a grade for oral skills based on listening and speaking and a grade for literacy skills based on viewing, reading and writing.

# Language Policy

## General Statement on Language and Literacy Instruction for Students whose Home Language is not English.

**In accordance with the language policy of the Government of Belize (see below), when deciding whether to use languages other than English, teachers should be guided by the following three principles:**

- 1. Proficiency in standard English by the end of primary school is the goal for all students in Belize.**
- 2. Lower Division students may use any language to attain a language arts learning outcome unless “standard English” is explicitly stated in the curriculum.**
- 3. By the end of lower division, students should be using standard English most of the time.**

### Further Guidance

In accordance with international best practice as outlined in the International Reading Association’s policy statement on second language literacy instruction, it is recommended that teachers of lower division students:

1. recognize that all students come to school with strengths in their home language;
2. plan language and literacy instruction that builds on students’ home language experiences, knowledge and skills, even when the that language is not the language of schooling;
3. where appropriate, provide initial language and literacy instruction in the a child’s home language;
4. where appropriate, evaluate students’ attainment of learning outcomes in the students preferred language;
5. in all situations, treat second-language learners respectfully and offer equal educational opportunities that honour basic general educational principles;
6. consider that bilingualism or multilingualism is desirable.
7. understand that the accumulated wisdom of research in the field of bilingualism suggests that while initial literacy learning in a second language can be successful, it is riskier than starting with the child’s home language— especially for those children affected by poverty, low levels of parental education, or poor schooling

**The Government of Belize Language Policy**  
 Handbook of Policies and Procedures for School Services (2000)  
 Chapter 1, Section 6.5 (p183-4)

*Language is essential to the intellectual development and socialisation of children and basic to all learning. It contributes to personal growth and cultural enrichment and is a major means of interpreting reality and expressing the unique experiences of individuals and of different cultural groups. Language is the major medium of communicating knowledge and ensuring contact between generations. Languages share many universal features that make all humans similar to each other and distinct from other living things. Skilled and proficient use of language also contributes to economic and social success.*

*Languages, as communication tools, enable individuals who live in a multicultural society such as ours to communicate more effectively in a variety of situations related to work and leisure; they foster respect for diversity and an understanding of the role of culture. The application of language skills extends the range of an individual's human relationships, resulting in a strong sense of personal achievement and satisfaction.*

*As Belize moves into the twenty-first century emphasis will be placed on experiencing language in context. In the early elementary grades, students use background knowledge, skills and attitudes as a means of developing and facilitating communicative abilities. First languages are important vehicles for their transition from home to school. As they develop communication skills, they also increase their linguistic accuracy and develop language learning strategies.*

*The Government of Belize, in keeping with the above:*

- (a) acknowledges English as the official language of Belize and the "international language of communication and modern technology", and will provide resources necessary to schools to enable all students to acquire, by the end of primary school, proficiency in the English language for personal, social, economic and academic interactions;
- (b) recognizes Belize's geo-political situation and the status of Spanish as a major language of business and trade, and will support school and community efforts to enable students to acquire functional skills in the Spanish language by the end of primary school; and
- (c) respects the multicultural and multi-lingual nature of the country and the acknowledged wishes of members of the community who belong to a variety of cultural groups and will
  - (i) encourage the use of native/home languages, where necessary, to facilitate learning, and
  - (ii) support school and community efforts in fostering cultural preservation through the provision of time and space to teach native/home languages other than English and Spanish.

# **Content Standards and Lower Division Learning Outcomes**



## Content Standards and Lower Division Learning Outcomes

A content standard is a statement of what students need to know and be able to do at the end of their primary schooling. In this curriculum, each content standard refers to one of forty-five skill elements relating to language arts.

The content standards have been categorized according to the most appropriate skill area as follows:

Listening	Content Standards 1 – 5
Viewing	Content Standards 6 – 7
Speaking	Content Standards 8 – 19
Reading	Content Standards 20 – 33
Writing	Content Standards 34 – 45

Each content standard has four components:

- (1) a number
- (2) a short title
- (3) a description of the skills covered
- (4) a series of numbered *learning outcomes* that specify exactly which components of the skill need to be achieved at each particular grade level.

In this document, each content standard has a number from CS1 to CS45. Each learning outcome also has a unique number, with the numbers for Infant 2 following on from those of Infant 1. Put together, these two numbers give each learning outcome a unique code.

For example, for first content standard:

The number is **CS1**

The short title is ***Identify and Distinguish between Sounds***

The skills description is ***Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.***

CS1 has a total of 12 learning outcomes. Some examples are:

- CS1.1 Identify a series of words that begin with the same sound. (Infant 1)  
 CS1.10 Divide two syllable words into syllables and clap the syllables of a short sentence. (Infant 2)

The forty-five content standards define what is meant by “proficiency in English”. They outline, clearly and unambiguously, what needs to be taught and assessed, in all schools and provide a framework for organizing curriculum content into instructional units and lessons.

The ***learning outcomes***, which are unique to each grade level, specify what the students are expected to achieve in each year. Most of the time, lesson objectives will be based on these learning outcomes.

Thus, the content standards and learning outcomes guide planning, instruction and assessment and it is mandatory for schools to design instruction with the aim of enabling students to achieve them. However, the content standards do not dictate how teaching and assessing is to occur. Schools have the responsibility for designing instructional programmes and for selecting instructional approaches, methods and strategies that are appropriate for their particular students.

## Language Arts Content Standard Descriptions

Content Standard Number and Title	Content Standard Description
CS1 Identify and Distinguish between Sounds	Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.
CS2 Listen for Information	Extract relevant information, including directions, main ideas and other details from a spoken text.
CS3 Interpret and Evaluate Oral Presentations	Discuss, interpret, evaluate and analyse oral presentations.
CS4 Listen and Communicate	Effectively and appropriately engage in conversations for a variety of purposes.
CS5 Respond to Spoken Texts	Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.
CS6 Comprehend and Interpret Visual Images	Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.
CS7 Respond to Visual Images	Connect visual images to personal choices, experiences, emotions, ideas and moral values.
CS8 Ask and Answer Questions	Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.
CS9 Express Opinions and Communicate Ideas	Effectively and clearly state, develop, explain and justify opinions and ideas.
CS10 Narrate Real and Fictional Events	Effectively and clearly describe events and stories they have witnessed, heard, or invented.
CS11 Deliver Reports and Speeches	Prepare and confidently and effectively deliver formal reports and speeches for a variety of

Content Standard Number and Title	Content Standard Description
CS12 Display Self-Esteem while Speaking	purposes on a variety of topics. Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.
CS13 Perform Drama	Develop and role-play improvised skits and dramatically perform items from a prepared script.
CS14 Recite Poetry	Recite poetry with confidence and with appropriate pace, volume, intonation and stress
CS15 Participate in Group Discussions	Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.
CS16 Pronounce Words Appropriately	Pronounce words clearly and appropriately
CS17 Use Correct Grammatical Structures in Speech	Use sentence structure, word order, agreement patterns and other grammatical features correctly.
CS18 Use Appropriate Styles and Registers in Speech	Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.
CS19 Use Speech Prosody and Gesture	While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns
CS20 Apply Phonics Knowledge	Use knowledge of the relationship between letters and sounds to decode words in print
CS21 Recognize Words by Sight	Read words automatically and instantaneously, without having to decode or guess
CS22 Use Context Clues	Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an

<b>Content Standard Number and Title</b>	<b>Content Standard Description</b>
	unknown word or phrase.
CS23 Display Word Power	Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.
CS24 Use a Dictionary	Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.
CS25 Read Aloud	Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.
CS26 Select Appropriate Reading Material	Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.
CS27 Comprehend Fiction Texts	Find, sequence and retell story information.
CS28 Interpret Stories	Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.
CS29 Relate Personally to Stories	Connect stories to personal choices, experiences, emotions, ideas and moral values.
CS30 Read and Relate to Poetry	Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.
CS31 Comprehend Non-Fiction Texts	Extract, sequence, synthesize and use information contained in non-fiction texts.
CS32 Research from Non-Fiction Texts	Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting

<b>Content Standard Number and Title</b>	<b>Content Standard Description</b>
	diagrams, tables and visual images.
CS33 Analyse the Language, Nature and Structure of Texts	Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.
CS34 Write Stories	Compose stories using a variety of genres, techniques, structures and settings.
CS35 Write Poetry	Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.
CS36 Write Letters	Compose, with appropriate structure and language, letters for a range of social and professional purposes.
CS37 Write Non-Fiction	Write essays, journals, reports and other texts to instruct, inform, record, summarize, evaluate, discuss and persuade.
CS38 Plan and Edit Writing	Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.
CS39 Present Written Work Appropriately	Neatly present written work according to established norms and conventions.
CS40 Write Clearly and Legibly	Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.
CS41 Spell Words Appropriately	Spell words in accordance with accepted conventions.
CS42 Use Capital Letters Appropriately	Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

<b>Content Standard Number and Title</b>	<b>Content Standard Description</b>
CS43 Use Punctuation Appropriately	Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons
CS44 Apply Correct Grammatical Forms in Writing	Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.
CS45 Incorporate Stylistic Devices in Original Writing	Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

# Infant 1 Learning Outcomes

**Note: Where there are no learning outcomes for a content standard, teachers can refer to the Infant 2 learning outcomes for guidance.**

## **CS.1 Identify and Distinguish between Sounds**

- 1.1 Identify a series of words that begin with the same sound.
- 1.2 Listen to rhymes and songs to begin developing a sense of rhyme.
- 1.3 Identify a series of words that rhyme.
- 1.4 Discriminate between onsets and rimes in speech.
- 1.5 Identify and distinguish between the main 42 phonemes used in the English language.
- 1.6 Identify, orally, all the individual phonemes in consonant-vowel-consonant and vowel-consonant-vowel words.
- 1.7 Blend three phonemes together to make a word.
- 1.8 Understand the terms vowel and consonant as they relate to sounds.

## **CS.2 Listen for Information**

- 2.1 Follow simple, one and two step, oral directions.
- 2.2 State correct answers to literal comprehension questions in response to stories presented orally.

## **CS.3 Interpret and Evaluate Oral Presentations**

- 3.1 Establish good eye contact with a speaker.
- 3.2 Demonstrate awareness of whether a presenter is telling a story or dealing with a factual topic.

## **CS4 Listen and Communicate**

*No learning outcomes for this grade level*

## **CS.5 Respond to Spoken Texts**

- 5.1 Recognize emotions, for example, happy, sad, or angry, of characters in stories presented orally.

## **CS.6 Comprehend and Interpret Visual Images**

- 6.1 Understand that visual images contain information.
- 6.2 Identify and differentiate shapes, sizes, letters, numbers, patterns (etc.)
- 6.3 Connect a visual image to a story text.

## **CS.7 Respond to Visual Images**

- 7.1 State whether they like or dislike a picture or whether it makes them feel happy or sad.

**CS.8 Ask and Answer Questions**

- 8.1 Ask a teacher or familiar adult questions to obtain information or permission.
- 8.2 Follow an agreed procedure for asking and answering questions in class, for example by raising a hand and waiting for the teacher.
- 8.3 Answer questions, possibly using sentence fragments and gestures.

**CS.9 Express Opinions and Communicate Ideas**

- 9.1 State likes, dislikes and preferences.

**CS.10 Narrate Real and Fictional Events**

- 10.1 Describe a recent event during class "circle time" or to the teacher or familiar adult.
- 10.2 Briefly describe objects, animals, and places.

**CS.11 Deliver Reports and Speeches**

- 11.1 Take part in "circle time" activities in which each student contributes an item.

**CS.12 Display Self-Esteem while Speaking**

- 12.1 Speak in a natural, easy manner with children and adults with whom they are familiar.

**CS.13 Perform Drama**

- 13.1 Individually, act out the meaning of a single word, for example, an action verb

**CS.14 Recite Poetry**

- 14.1 Accompany rhymes and songs with simple actions.
- 14.2 Chorally, with the aid of the teacher, recite simple poems with actions.

**CS.15 Participate in Group Discussions**

- 15.1 In a teacher led discussion, wait for someone else to finish talking and not interrupt them.

**CS.16 Pronounce Words Appropriately**

- 16.1 During speech, clearly and correctly pronounce the main 42 phonemes (language sounds) of standard English.

**CS.17 Use Correct Grammatical Structures in Speech**

- 17.1 State ideas in complete simple sentences.

**CS.18 Use Appropriate Styles and Registers in Speech**

- 18.1 Use appropriate forms for making requests (for example by saying please and thank you) and expressing needs.

**CS.19 Use Speech Prosody and Gesture**

- 19.1 Speak with voice volume appropriate to the listener and the situation.

**CS.20 Apply Phonics Knowledge**

- 20.1 Recognise and name all letters of the alphabet in upper and lower case
- 20.2 Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look)
- 20.3 Identify the initial sound and the corresponding letter of a spoken word, object or picture.
- 20.4 Blend a vowel and a consonant together to read a two letter word, for example, at, it, ma, pa, in, am
- 20.5 Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.
- 20.6 Read words with initial consonant clusters, br-, tr-, bl-, gl-, st-, sn-, and dr-.
- 20.7 Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using ai/ee/ie/oa/oo/a\_e/i\_e.
- 20.8 Read words ending with the consonant clusters, -nd, -lp, -st, -nk, -sp, and -nt.
- 20.9 Understand the terms vowel and consonant as they relate to letters and sounds.

**CS.21 Recognize Words by Sight**

- 21.1 Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.
- 21.2 Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.

**CS22 Use Context Clues**

- 22.1 Identify the purpose of, a noun in written text.
- 22.2 Identify the purpose of, a verb in a written text.
- 22.3 Identify when a noun in a written text is plural.
- 22.4 Identify a pronoun in a written text.

**CS.23 Display Word Power**

- 23.1 Recognize unusual words encountered in nursery rhymes and frequently read stories.

**CS.24 Use a Dictionary**

- 24.1 Recite the names of letters in correct alphabetical order.

**CS.25 Read Aloud**

- 25.1 Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.
- 25.2 Individually and in chorus, read aloud words which are used on a regular basis, e.g. numbers, days, and weather words.
- 25.3 Read, or pretend to read to other people, dolls and toys.
- 25.4 Track text in the right order, i.e. left to right, top to bottom, page to page.
- 25.5 In chorus and along with the teacher, read a familiar short story or poem aloud.

**CS26 Select Appropriate Reading Material**

*No learning outcomes for this grade level*

**CS.27 Comprehend Fiction Texts**

- 27.1 Re-enact familiar, simple, stories through role play.
- 27.2 Recall, word for word, phrases that are repeated several times in a simple story.
- 27.3 Recount, re-enact with toys, or sequence using pictures, the main events of a familiar nursery rhymes and stories

**CS.28 Interpret Stories**

- 28.1 Discuss the causes of events in simple stories.
- 28.2 Predict the next section of a story with a repetitive, predictable pattern.

**CS.29 Relate Personally to Stories**

- 29.1 Respond emotionally to stories and experience satisfaction, enjoyment, sadness, etc
- 29.2 State whether they like or dislike a story.

**CS.30 Read and Relate to Poetry**

- 30.1 Connect the text of a poem to accompanying pictures.

**CS.31 Comprehend Non-Fiction Texts**

- 31.1 Read and follow a simple, single step instruction.
- 31.2 Read simple, highly pictorial, non-fiction texts on familiar themes of interest.

**CS32 Research from Non-Fiction Texts**

*No learning outcomes for this grade level*

**CS.33 Analyse the Language, Nature and Structure of Texts**

- 33.1 Understand the difference between fact and fantasy.

**CS.34 Write Stories**

- 34.1 Illustrate a sentence or short story with a picture and add a caption made up of one or two letters or short words.

**CS35 Write Poetry**

*No learning outcomes for this grade level*

**CS36 Write Letters**

*No learning outcomes for this grade level*

**CS.37 Write Non-Fiction**

- 37.1 Label simple diagrams, for example of parts of the body.
- 37.2 Write simple, one or two word informational texts such as signs and directions.

**CS38 Plan and Edit Writing**

*No learning outcomes for this grade level*

**CS39 Present Written Work Appropriately**

*No learning outcomes for this grade level*

**CS.40 Write Clearly and Legibly**

- 40.1 Demonstrate correct technique for holding a pencil
- 40.2 Develop motor skills through colouring, tracing and scribbling
- 40.3 Write slants, curves and letter-like shapes free-hand.
- 40.4 Write letters on a page from left to right and top to bottom.
- 40.5 Form the 26 upper and lower-case letters of the alphabet and numbers by tracing dots on a page
- 40.6 Distinguish in writing between easily confused letters, for example b, d, p, q.
- 40.7 Write on a line provided in a notebook.
- 40.8 Write with correct letter size and space using guidelines.
- 40.9 Form letters with the "tails" necessary for cursive writing.
- 40.10 Colour an outline shape while keeping between the lines.

**CS.41 Spell Words Appropriately**

- 41.1 Include letter like forms or single letters when communicating through drawing.
- 41.2 Spell words using one or two feature letters, for example, first and last letters only.

**CS.42 Use Capital Letters Appropriately**

- 42.1 Use a capital letter for the beginning of their own name.
- 42.2 Differentiate between capital and lower case letters.

**CS43 Use Punctuation Appropriately**

*No learning outcomes for this grade level*

**CS44 Apply Grammatical Forms Correctly**

*No learning outcomes for this grade level*

**CS45 Incorporate Stylistic Devices in Original Writing**

*No learning outcomes for this grade level*

# Infant Two Learning Outcomes

**Note: Where there are no learning outcomes for a content standard, teachers can refer to the Infant 1 or Standard 1 learning outcomes for guidance.**

## **CS.1 Identify and Distinguish between Sounds**

- 1.9 Generate a new rhyme from a prompt word.
- 1.10 Divide two syllable words into syllables and clap the syllables of a short sentence.

## **CS.2 Listen for Information**

- 2.3 Perform a simple procedure after listening to a description of it.
- 2.4 Recall one or two important points after listening to a short spoken text.
- 2.5 Identify main characters and events in stories presented orally.

## **CS.3 Interpret and Evaluate Oral Presentations**

- 3.3 Identify the mood and tone of speech
- 3.4 Sit quietly and be attentive to a presenter.

## **CS.4 Listen and Communicate**

- 4.1 Demonstrate courteous listening behaviours in small group situations.

## **CS.5 Respond to Spoken Texts**

- 5.2 Answer simple questions about their feelings in response to stories and poetry presented orally
- 5.3 Predict outcomes of familiar, repetitive stories presented orally.
- 5.4 Retell/dramatize parts of stories heard.

## **CS.6 Comprehend and Interpret Visual Images**

- 6.4 Follow instructions given by the means of gestures, symbols and pictures.
- 6.5 Select or draw a series of pictures to retell a story

## **CS.7 Respond to Visual Images**

- 7.2 Express a point of view based on viewing a picture.

**CS.8 Ask and Answer Questions**

- 8.4 Ask a partner simple questions to acquire information using who, what, when, where, and how.
- 8.5 Ask a partner questions about a topic of interest.
- 8.15 Give appropriate spoken responses to greetings, instructions and requests.

**CS.9 Express Opinions and Communicate Ideas**

- 9.2 Use complete sentences of five or more words to express ideas, preferences and needs.

**CS.10 Narrate Real and Fictional Events**

- 10.3 Describe a picture using complete sentences.
- 10.4 Calmly describe a recently witnessed event.

**CS.11 Deliver Reports and Speeches**

- 11.2 Give simple reports about current weather conditions.

**CS.12 Display Self-Esteem while Speaking**

- 12.2 Demonstrate feelings of self-worth and express ideas confidently.
- 12.3 Express humour and other appropriate feelings

**CS.13 Perform Drama**

- 13.2 Role play simple situations with at least one other person, for example "at school", "at the store," etc.

**CS.14 Recite Poetry**

- 14.3 Play with rhyme by changing familiar poems and nursery rhymes.
- 14.4 In a group, memorize a short poem for public performance, e.g. to a group of parents or at the Festival of Arts.

**CS.15 Participate in Group Discussions**

- 15.2 In small group or class discussion wait for someone else to finish talking and not interrupt them.

**CS16 Pronounce Words Appropriately**

*No learning outcomes for this grade level*

**CS.17 Use Correct Grammatical Structures in Speech**

- 17.2 Form the plural of most nouns correctly while speaking standard English.
- 17.3 Modify a noun with an adjective in a spoken sentence.

**CS18 Use Appropriate Styles and Registers in Speech**

*No learning outcomes for this grade level*

**CS19 Use Speech Prosody and Gesture**

*No learning outcomes for this grade level*

**CS.20 Apply Phonics Knowledge**

- 20.10 Read words containing vowel digraphs ea (seat), a\_e (cake) ay (day), ew (flew), oy (boy), ow (cow & low),
- 20.11 Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.
- 20.12 Sound out two syllable words that are spelt using conventional consonant, "short" vowel and commonly occurring "long" vowel letter representations
- 20.13 Read words ending in -ss -ck -ff -ll
- 20.14 Discriminate between words beginning with hard/soft c and g
- 20.15 Recognize words ending with common spelling patterns, e.g. -old, -ing, -op, -end, -and.

**CS.21 Recognize Words by Sight**

- 21.3 Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense)
- 21.4 Read on sight approximately one hundred high frequency words including numbers, seasons, months of the year, common colour words and the name of the school.

**CS.22 Use Context Clues**

- 22.5 Identify, and explain the purposes of, full stops and question marks in written texts.
- 22.6 Identify a proper noun in a written texts.
- 22.7 Identify, and explain the purpose of, an adjective in a written text.
- 22.8 Use visual images to predict the meaning of unfamiliar words.
- 22.9 Identify a compound word in a written text.

**CS.23 Display Word Power**

- 23.2 Show interest in learning about new words encountered in reading.
- 23.3 Read and understand common compound words and split them into their component parts, e.g. himself, handbag, teaspoon.
- 23.4 Identify the opposites of familiar words.

**CS.24 Use a Dictionary**

- 24.2 Place words that begin with different letters in correct alphabetical order.
- 24.3 With help, find information in simple dictionaries with illustrations.

**CS.25 Read Aloud**

- 25.6 Read simple stories independently, pointing to words as they read.
- 25.7 Understand that a line of text and a sentence are not the same thing.
- 25.8 Pronounce the majority of phonetically spelt, one and two syllable words, correctly.
- 25.9 Follow words with eyes without having to point.
- 25.10 Individually read aloud sentences from a familiar story or poem to a group or the whole class.

**CS.26 Select Appropriate Reading Material**

- 26.1 Select and read for pleasure stories with familiar, repetitive and predictable patterns.
- 26.2 With guidance, select books appropriate to their interest and reading level from a shelf of books in the classroom..
- 26.3 Choose to frequently reread favourite stories and non-fiction books.

**CS.27 Comprehend Fiction Texts**

- 27.4 Retell, in the correct order, the main events of a simple story.
- 27.5 Recall one or two important points after listening to a short text.

**CS.28 Interpret Stories**

- 28.3 Discuss the connections between events in stories.
- 28.4 State, with reasons, whether they think a character is good or bad.

**CS29 Relate Personally to Stories**

*No learning outcomes for this grade level*

**CS.30 Read and Relate to Poetry**

- 30.2 Read aloud a short, single verse, poem.

**CS31 Comprehend Non-Fiction Texts**

*No learning outcomes for this grade level*

**CS.32 Research from Non-Fiction Texts**

- 32.1 List one or two pieces of information from a short non-fiction text.

**CS33 Analyse the Language, Nature and Structure of Texts**

*No learning outcomes for this grade level*

**CS.34 Write Stories**

- 34.2 Compose several original sentences based on a picture.
- 34.3 Illustrate a story with a picture and write a caption using real or invented spelling.

**CS.35 Write Poetry**

- 35.1 List sets of rhyming words.
- 35.2 Compose simple rhyming couplets.

**CS.36 Write Letters**

- 36.1 Create a birthday or Christmas card with an original message.

**CS.37 Write Non-Fiction**

- 37.3 Write short lists for a specified purpose, for example, a shopping list.
- 37.4 Write a few words or a sentence describing a recent experience.
- 37.5 Compose several original sentences describing a familiar person.
- 37.6 Write several sentences on one idea, picture or topic, using invented spelling where necessary.

**CS.38 Plan and Edit Writing**

- 38.1 Discuss what they intend to write, with a teacher and/or peer, before writing it.

**CS.39 Present Written Work Appropriately**

- 39.1 Head work with items copied from a worksheet or the board.
- 39.2 Develop a sense of pride in presenting neat and attractive written work.
- 39.3 Underline heading and rule off work.
- 39.4 Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author's name.

**CS.40 Write Clearly and Legibly**

- 40.11 Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.
- 40.12 Legibly copy print sentences from the board.
- 40.13 Join some letters to others, cursively, for example, c, a, o, l.

**CS.41 Spell Words Appropriately**

- 41.3 Spell words phonetically, so that all the sounds are represented by a least one letter.
- 41.4 Write captions for their own drawings, using invented spelling where necessary.

**CS.42 Use Capital Letters Appropriately**

- 42.3 Avoid inappropriately using capital letters in the middle of words and sentences.
- 42.4 Use capital letters for names of people.
- 42.5 Use capital letters for names of places, days and months.
- 42.6 Use capital letters at the beginning of sentences.
- 42.7 Use capital letter for the word "I".

**CS.43 Use Punctuation Appropriately**

- 43.1 Use a full stop at the end of a telling sentence.
- 43.2 Appropriately use question marks.

**CS.44 Apply Correct Grammatical Forms in Writing**

- 44.1 Form the plural of nouns by adding -s.
- 44.2 Use appropriate word order for simple subject-verb-object sentences in original writing.
- 44.3 Correctly use the articles a and an in original writing.
- 44.4 Appropriately substitute the nouns with the pronoun "it" and "them" in original writing.

**CS.45 Incorporate Stylistic Devices in Original Writing**

- 45.1 Modify a noun with an adjective in an original sentence.

# Standard 1 Learning Outcomes

**Note: Where there are no learning outcomes for a content standard, teachers can refer to the Infant 2 or Standard 2 learning outcomes for guidance.**

## **CS1 Identify and Distinguish between Sounds**

*No learning outcomes for this grade level*

## **CS.2 Listen for Information**

- 2.6 Accurately write a sentence that is dictated.
- 2.7 Draw a picture with several elements described by another person.
- 2.8 Recall information from stories, poems and non-fiction texts presented orally.

## **CS.3 Interpret and Evaluate Oral Presentations**

- 3.5 Listen politely to a variety of speakers.

## **CS.4 Listen and Communicate**

- 4.2 Distinguish between types of speech, including casual conversation, writing and jokes.
- 4.3 Respect the views of others especially when they disagree, and be courteous to and thoughtful of others.

## **CS.5 Respond to Spoken Texts**

- 5.5 Discuss the emotions they feel when listening to stories, poems and non fiction texts presented orally.

## **CS.6 Comprehend and Interpret Visual Images**

- 6.6 Determine the sequence and main idea of a story told entirely in pictures.
- 6.7 Tell a story or sequence of events based on a series of pictures.

## **CS.7 Respond to Visual Images**

- 7.3 Identify and discuss the emotions of story characters or real people depicted pictorially.

## **CS.8 Ask and Answer Questions**

- 8.7 Maintain a conversation with a series of short exchanges.

## **CS.9 Express Opinions and Communicate Ideas**

- 9.3 Express and explore ideas based on the imagination.
- 9.4 Give simple reasons for their ideas based on direct observation or concrete experience.

**CS.10 Narrate Real and Fictional Events**

- 10.5 Using several sentences consecutively, describe an incident or tell a story based on recent or past own experience, in an audible voice.

**CS.11 Deliver Reports and Speeches**

- 11.3 Give a short report on a favourite topic to the rest of the class.

**CS.12 Display Self-Esteem while Speaking**

- 12.4 Demonstrate an ability to express ideas to people with whom they are not very familiar, for example visitors to the school.  
12.5 Talk freely and easily about personal or group experiences and demonstrate a willingness and eagerness to speak.

**CS.13 Perform Drama**

- 13.3 In a small group, develop and perform simple role play based on a recent event or news item.

**CS.14 Recite Poetry**

- 14.5 When reciting, assume appropriate posture to aid voice and breath control.  
14.6 Individually, recite simple poems with actions, either from memory or from a text.

**CS.15 Participate in Group Discussions**

- 15.3 Work alongside other students in a group, sharing equipment.

**CS.16 Pronounce Words Appropriately**

- 16.2 Consistently pronounce commonly encountered words appropriately and clearly.

**CS.17 Use Correct Grammatical Structures in Speech**

- 17.4 Apply appropriate present, past and future tense forms of verbs when speaking standard English  
17.5 Modify a noun with two or more adjectives in a spoken sentence.

**CS.18 Use Appropriate Styles and Registers in Speech**

- 18.2 Use the telephone intelligently and courteously for a variety of purposes using appropriate forms of language.

**CS.19 Use Speech Prosody and Gesture**

- 19.2 Indicate, by varying the tone and pitch of the voice, when a question is being asked.

**CS.20 Apply Phonics Knowledge**

- 20.16 Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -lt, -pt, -xt, -lf, -nch, -lth.
- 20.17 Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, squ, str, sw, tw, thr, shr.
- 20.18 Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread)
- 20.19 Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft "j" or a "sh" sound as in vision, pleasure, station
- 20.20 Use knowledge of similar words to read unfamiliar words correctly, e.g. getting slight from light, shroud from loud, etc.

**CS21 Recognize Words by Sight**

- 21.5 Read on sight approximately one hundred and fifty high frequency words including many that are not phonetically spelt.

**CS.22 Use Context Clues**

- 22.10 Use knowledge of common prefixes and suffixes to identify the meaning of a word.
- 22.11 Use background knowledge of the topic to identify the meaning of an unknown word.
- 22.12 Identify, and explain the purpose of, coordinating conjunctions, for example, and, or, but, in written texts.

**CS23 Display Word Power**

*No learning outcomes for this grade level*

**CS.24 Use a Dictionary**

- 24.4 Place a series of words that begin with the same letter in correct alphabetical order.

**CS.25 Read Aloud**

- 25.11 When reading aloud, expect sentences to make sense and re-read when they do not.
- 25.12 When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.
- 25.13 Individually read aloud a familiar short story.
- 25.14 Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.
- 25.15 Show awareness of the audience when reading aloud.

**CS.26 Select Appropriate Reading Material**

- 26.4 Independently, select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom.

**CS.27 Comprehend Fiction Texts**

- 27.6 Describe characters encountered in a story, using original words.

**CS.28 Interpret Stories**

- 28.5 Discuss multiple causes of an event in a story.
- 28.6 Discuss the main theme of a story.
- 28.7 Based on the plot, discuss why events happen the way they do in a simple story.
- 28.8 Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.

**CS.29 Relate Personally to Stories**

- 29.3 Link events and characters in stories to their own experience.

**CS.30 Read and Relate to Poetry**

- 30.3 Read a short poem and discuss its meaning

**CS.31 Comprehend Non-Fiction Texts**

- 31.3 Read and follow a set of instructions telling them to perform three consecutive actions.

**CS.32 Research from Non-Fiction Texts**

- 32.2 List the key points from a short non-fiction text.

**CS.33 Analyse the Language, Nature and Structure of Texts**

- 33.2 Recognize that "fairy stories" and other traditional stories often follow a similar pattern and often have distinctive beginning, middle and ending structures.

**CS.34 Write Stories**

- 34.4 Compose an original story, of at least five sentences, based on a picture, another story or personal experience, and illustrate it with a picture.
- 34.5 Rewrite a familiar story using original words.

**CS.35 Write Poetry**

- 35.3 Compose short poems that rhyme.

**CS.36 Write Letters**

- 36.2 Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.
- 36.3 Write a short letter to a friend to invite them to an event, to accept and invitation or to express thanks

**CS.37 Write Non-Fiction**

- 37.7 Write a short non-fiction text, presenting ideas in a logical, sequential order.
- 37.8 Keep a daily record (journal) of events.
- 37.9 Write a paragraph describing a recent experience.
- 37.10 Write a paragraph describing interests.

**CS.38 Plan and Edit Writing**

- 38.2 Generate ideas relevant to a topic by brainstorming.

**CS.39 Present Written Work Appropriately**

- 39.5 Use margins appropriately.
- 39.6 Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.
- 39.7 Indent paragraphs.

**CS.40 Write Clearly and Legibly**

- 40.14 Join most letters to form cursive writing.
- 40.15 Develop a neat, legible handwriting.

**CS.41 Spell Words Appropriately**

- 41.5 Appropriately form plurals by adding -es and by changing y/ey to ies in original writing.
- 41.6 Spell common, irregularly spelt words, for example days of the week, numbers and question words correctly.

**CS.42 Use Capital Letters Appropriately**

- 42.8 Use capital letters for the names of streets, buildings and other geographical features.

**CS.43 Use Punctuation Appropriately**

- 43.3 Appropriately use commas in a series of adjectives or nouns.
- 43.4 Use an apostrophe in common contractions.

**CS.44 Apply Correct Grammatical Forms in Writing**

- 44.5 Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.
- 44.6 Construct simple noun-verb-noun sentences correctly in original writing

**CS.45 Incorporate Stylistic Devices in Original Writing**

- 45.2 Modify a noun with two or more adjectives in an original sentence.

# **The Curriculum Web**



# Listening

- CS1 Identify and Distinguish between Sounds**
- CS2 Listen for Information**
- CS3 Interpret and Evaluate Oral Presentations**
- CS4 Listen and Communicate**
- CS5 Respond to Spoken Texts**

# 1 Identify & Distinguish between Sounds

## General Comments

This content standard is closely linked to CS20 Apply Phonics Knowledge. CS1 focuses on the sounds of spoken language and CS20 on how those sounds are written. Good phonics knowledge depends on a good understanding of the different ways sounds are put together to make up spoken language (phonological awareness), and especially on how individual English words are made up of around 42 building-block sounds (phonemes).

For students to develop an understanding of phonemes (phonemic awareness), they need to be able to divide spoken language into different levels, for example, into sentences, words, syllables, onsets and rimes. Thus, learning about rhyme and syllables is an important part of the process of learning to read.

It must be remembered that phonological awareness activities, and even phonics, are not sufficient to produce good readers. Teachers must maintain a balanced approach that recognizes the importance of comprehension and enjoyment as much as explicit language skills.

### Definitions

Onset: the initial consonant cluster of a syllable.  
Rime: everything following an initial consonant cluster. Where there is no onset, the whole of a syllable is the rime.

## Content Standard 1 Identify and distinguish between sounds

Hear, recognize and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.

## Assessment

Key skills to assess include the ability to:

- Identify and generate words with similar beginning sounds and rhymes.
- Blend and segment, into phonemes, consonant-vowel-consonant and vowel-consonant-vowel words
- Divide words into speech syllables.

## Internet Resources

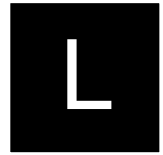
For a clear articles on phonological awareness instruction, see

<http://www.idonline.org/article/6254>;  
[www.reading.org/resources/issues/positions\\_phonemic.html](http://www.reading.org/resources/issues/positions_phonemic.html);

<http://www.kidsource.com/kidsource/content2/phoemic.p.k12.4.html>

### Other Resources

Phonological awareness is usually taught as part of a phonics programme, such as Fast Phonics.



### Sample Lesson Objectives

- 1.1 After listening to a story, students will identify words in it that begin with the /ch/ sound.
- 1.6 After hearing words spoken by the teacher, the students will identify the individual phonemes.
- 1.10 As a short sentence is read aloud the students will clap each syllable.

### Learning Outcomes

#### Infant 1

- 1.1 Identify a series of words that begin with the same sound.
- 1.2 Listen to rhymes & songs to begin developing a sense of rhyme.
- 1.3 Identify a series of words that rhyme.
- 1.4 Discriminate between onset & rimes in speech.
- 1.5 Identify and distinguish between the main 42 phonemes used in the English Language.
- 1.6 Identify, orally, all the individual phonemes in consonant-vowel-consonant and vowel-consonant-vowel words.
- 1.7 Blend three phonemes together to make a word.
- 1.8 Understand the terms *vowel* & *consonant* as they relate to sounds.

#### Infant 2

- 1.9 Generate a new rhyme from a prompt word.
- 1.10 Divide two syllable words into syllables and clap syllables of a short sentence.

#### Standard 1

*This content standard has no learning outcomes for Standard 1.*

### Sample Teaching Strategies

Stories: When a new sound is introduced, tell a story with many words containing that sound. Ask students to list all the words they heard with that sound, then read the story again and have them concentrate on spotting the relevant words.

Rhymes: Lower division students should encounter many songs, jingles, poems, and stories that contain rhymes and alliteration.

Phoneme Flashcards: Flashcards that have a picture and a large dot for each sound can help students who are finding segmenting words into phonemes difficult. Thus, a picture of a cat would be accompanied by three large dots; shop would also have three dots.

Explicit Phonological Awareness Teaching: Work on phonemes is an integral part of phonics teaching (CS20). Students who are struggling with phonics will probably benefit from additional, explicit work on recognizing the sounds in words. However, many students may find repetitive whole-class phonemic awareness teaching boring and demotivating.

### Sample Student Activities

Phoneme Games: List words with similar beginning/middle/ending sounds (or onsets and rimes)

Phoneme Substitution: Change the initial/middle/ending sound to make a new word (row>sow, man>map, pin>pen, etc)

Phoneme Addition: Add a sound to make a new word: ink>pink, rip>trip, etc

I Spy: I spy with my little eye, something beginning with ... (sound)

Rhyming: Think of a word that rhymes with . . .

Clapping Syllables: Clap the syllables in words/sentences

Clapping Sounds: Clap the number of sounds in a word, or put one coin in a box for each sound.

Surprise Bag: Surprise bag of items beginning/ending with the same sound.

Word Play: Invent new words that rhyme with known words.

### Linkages

- CS14(S) Recite Poetry
- CS16(S) Pronounce words appropriately
- CS20(R) Apply Phonics Knowledge

## 2 Listen for Information

### General Comments

This content standard refers to the students' ability to understand the literal meaning of spoken texts. To achieve this, students need many opportunities to listen to and interact with a wide a variety of types of speech.

For lower division students to understand spoken texts, the speaker's delivery usually has to be clear and the vocabulary has to be appropriate to children's level. The spoken texts should not contain irrelevant information and should usually follow a sequential or chronological order. As students grow older, they should be able to cope with increasingly complex spoken texts.

Effective lessons based around listening to a spoken text usually follow a sequence of pre-listening activities, during listening activities and post-listening activities.

### Definition

**Spoken Text: A coherent stretch of speech on any topic.** For example, announcements, apologies, awards, conversations, dialogues, directions, discussions, drama, explanations, instructions, interviews, invitations, jokes, riddles, rules, slogans, songs, speeches, storytelling, talking circles, voice mail messages, weather forecasts, and so on.

### Assessment

The key skill to assess is the students' literal comprehension speech and texts read aloud.

#### Assessment Activities

**Observation:** The teacher should use any opportunity to observe students following and responding to directions given orally.

**Listening Worksheets:** On a worksheet with 6 rows of 4 different pictures, students circle the object that the teacher names.

**Questioning:** The teacher should monitor students' answers to literal comprehension questions.

**Repetition:** Students repeat a text they have just listened to.

**Recall:** Students list characters in a story read aloud or other significant details.

## Content Standard 2 Listen for Information

Extract relevant information, including directions, main ideas and other details from spoken text.

### Internet Resources

An excellent booklet on teaching listening can be downloaded from the UK Standards Site:

[http://www.standards.dfes.gov.uk/primary/publications/literacy/818497/pns\\_speaklisten062403hbk.pdf](http://www.standards.dfes.gov.uk/primary/publications/literacy/818497/pns_speaklisten062403hbk.pdf)

Also try:

<http://www.teachingenglish.org.uk>



### Sample Lesson Objectives

- 2.1 Students will listen to and follow a two step direction.
- 2.4 Students will recall two events after listening to the story, "John's Treasure",

### Learning Outcomes

#### Infant 1

- 2.1 Follow simple one and two step directions.
- 2.2 State correct answers to literal comprehension questions in response to stories presented orally.

#### Infant 2

- 2.3 Perform a simple procedure after listening to a description of it.
- 2.4 Recall one or two important points after listening to a short spoken text.
- 2.5 Identify main characters and events in stories presented orally.

#### Standard 1

- 2.6 Accurately write a sentence that is dictated.
- 2.7 Draw a picture with several elements described by another person.
- 2.8 Recall information from stories, poems and non-fiction texts presented orally.

### Sample Teaching Strategies

Reading stories and short non-fiction texts aloud to students is central to developing students' listening skills.

Listening Environment: Ensure a good listening environment by focusing students' attention on the activity and by minimizing disruptions.

Topic Discussion: Introduce and discuss the topic to build on the students' previous knowledge.

Guided Listening: Establish the purpose for listening by setting guiding questions or by telling the students what they have to listen out for.

Highlight Key Features: While saying/reading a text, emphasise key parts of it by varying voice intonation, pace and stress. If the students cannot complete their tasks after the first listening, repeat the text several times

Note that asking young children to "listen and remember" can make them anxious and place great strain on their memory: the working memory of lower division students is relatively undeveloped. It is better to give the students specific points to listen out for.

### Sample Student Activities

The following activities all help students develop basic listening skills.

Task completion: Students have to perform an action after listening to instruction.

Colouring: Ask the students to colour pictures according to your instructions.

Information Gap Games: Give students a worksheet with blank spaces to write or colour in according to your directions.

Listen and Draw: Two students sit back to back. One describes a picture, the other tries to draw what is being described.

Simon Says: and similar games in which students have to listen carefully to instructions in order to succeed.

Oral Cloze: Oral "fill in the blanks" exercises can prompt children to listen for key information.

Song Key Words: Give students some words on cards. Tell them that only some of the words are in the song. Sing the song (twice or three times) and ask students to select the words they heard.

### Linkages

- CS3(L) Interpret speech and evaluate speakers
- CS5(L) Respond to spoken texts
- CS27(R) Comprehend fiction texts
- CS31(R) Comprehend non-fiction texts

## 3 Interpret and Evaluate Oral Presentations

### General Comments

This content standard refers mostly to the students' ability to extract information from a formal presentation, usually one by someone who is not the class teacher.

While listening to a presentation, young students learn by connecting what they are hearing to what they already know. Consequently, young students are unlikely to benefit from a presentation unless they have some knowledge of and a strong interest in the topic. This knowledge and interest can be built up by having lessons about the same topic on the days before the presentation occurs.

Note that, as with all the content standards, other lessons, for example, social studies, may be used to teach the learning outcomes.

For lower division students, it is appropriate to bring in familiar adults, for example grandparents, other family members and people from the local community and churches.

### Assessment

Observation: Teachers should observe and monitor students' behaviour and attitude during presentations.

At a higher level, students can be assessed by their responses to the speaker.

### Content Standard 3 Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

### Internet Resources

Sites dedicated to teaching English as a second or foreign language often contain good advice on constructing listening activities.

Much of the commentary on this page was drawn from the work of Brewster, Ellis & Girard.



### Sample Lesson Objectives

- 3.3 After listening to a presentation, students will discuss how they felt.
- 3.4 & 3.5 During a presentation, students will demonstrate good "listening behaviour".

### Learning Outcomes

#### Infant 1

- 3.1 Establish good eye contact with a speaker.
- 3.2 Demonstrate awareness of whether a presenter is telling a story or dealing with a factual topic.

#### Infant 2

- 3.3 Identify the mood and tone of speech.
- 3.4 Sit quietly and be attentive to a presenter.

#### Standard 1

- 3.5 Listen politely to a variety of speakers.

### Sample Teaching Strategies

Set specific listening tasks for each of the three stages: pre-listening, while-listening, post listening.

#### Pre-listening:

Build Listening Confidence: Students should be helped to understand that it is not important for them to understand or remember everything a speaker says.

Establish Purpose: The reason for listening should be explained to the students so that they are clear why they are listening and what the main point or purpose of the activity is.

K-W-L Charts (See CS5)

#### While Listening:

Questions: Set questions that students need to find the answers for.

#### Post Listening:

Questions: Students ask the presenter questions.

Discussion: Students discuss what they learnt

Display: Create a classroom display about the presentation.

Letters: Student can write letters to the presenter, for example thanking him/her. They can also be involved in writing letters when the presenter is first invited.

Listing: Students write, in list form, what they remember from the presentation.

### Linkages

- CS2(L) Listen for Information
- CS5(L) Respond to spoken texts
- CS11(S) Deliver reports and speeches
- CS31(R) Comprehend non-fiction texts
- CS329R) Research from non-fiction texts
- CS37(W) Write non-fiction

### Sample Student Activities

Explicit Strategy Instruction: Help students develop specific strategies for listening.

Look at the speaker, pay attention and concentrate

Listen quietly

Make pictures in their heads about what they are hearing.

Think of questions to ask

Guess intelligently: Use what you already know about the topic to help you understand what is being presented.

# 4 Listen and Communicate

## General Comments

This content standard focuses on the students' abilities to work constructively with a partner or in small and large groups. It is closely linked to CS15: Participate in Group Discussions.

Student-centred teaching creates more opportunities for students to work cooperatively alongside and collaboratively with their peers than teacher-centred methods, which rarely create opportunities for students to develop social listening skills.

Pair work and group work allow students to develop a positive self concept as they explore the content of the lesson and learn to work with others. Pair and group tasks should be carefully explained and structured. They are likely to be successful if they have a clearly stated purpose and if they are based around a content theme of interest to the students.

Classroom learning centres can also provide opportunities for students to develop good listening and communication skills. Ideally, students should use the centres during lessons, not just during breaks.

## Content Standard 4 Listen and Communicate

Effectively and appropriately engage in conversations for a variety of purposes.

## Assessment

The key skill to assess is listening behaviour.

### Assessment Strategies/Activities

Observe the students' behaviour in small group and whole class situations, noting especially their compliance with established rules for listening.

*Note that it is not necessary for group tasks to have a written outcome for assessment to occur.*

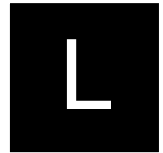
## Internet Resources

The British Council/BBC web-site has a useful page at:

[http://www.teachingenglish.org.uk/think/listen/listen\\_yl.shtml](http://www.teachingenglish.org.uk/think/listen/listen_yl.shtml)

Also see:

<http://www.sasked.gov.sk.ca/docs/ela/listening01.html>



### Sample Lesson Objectives

4.1 & 4.3 Students will listen politely and attentively to their peers during morning circle.

### Learning Outcomes

#### Infant 1

*There are no Infant One learning outcomes for this content standard.*

#### Infant 2

4.1 Demonstrate courteous listening behaviour in small group situations.

#### Standard 1

4.2 Distinguish between types of speech, including casual conversation, writing and jokes.

4.3 Respect the views of others especially when they disagree, and be courteous to and thoughtful of others.

### Sample Teaching Strategies

Rules for Listening: Establish class rules for morning circle and other listening activities. Discuss these rules with the students and come to a shared understanding of why they are necessary. Possible rules include: (1) listen to the speaker, (2) think about the speakers' ideas (3) think of questions to ask, (4) wait for your turn.

Discuss Listening: Explicitly discuss effective listening strategies and good "listening" questions including, "What do you think?" "What is your opinion?" "Do you have any ideas?" The teacher should model these strategies and questions and encourage students to use them.

Create a Listening Friendly Environment: Assess the classroom environment. Are there barriers to listening, for example the lay-out of the desks or background noise? Can these obstacles be changed or minimized?

### Sample Student Activities

Morning Circle: Each morning give the students a chance to share news, ideas and information with the rest of the class. Over the course of a week, every student should contribute at least one item. Because one of the aims of morning circle is to encourage a classroom culture of respectful listening, it is important that the same students do not always dominate the discussion.

Role Play: Set up common situations, for example a shop, for simple role plays.

Interviews: Students can interview their friends to find out information, for example, their favourite colour. Students can record the results by colouring boxes or putting ticks next to pictures.

Repeat the story: One student tells a story to a small group. The other students have to retell the story when it is finished.

### Linkages

- CS2(L) Listen for information
- CS3(L) Interpret and evaluate oral presentations
- CS5(L) Respond to spoken texts
- CS8(S) Ask and answer questions
- CS9(S) Express opinions and express ideas
- CS12(S) Display self-esteem while speaking
- CS15(S) Participate in group discussions
- CS19(S) Use speech prosody and gesture

## 5 Respond to Spoken Texts

### General Comments

For CS5, the teacher should focus on helping students understand, discuss and develop the ideas they have and the emotions they feel when they listen to a wide range of conversations, stories, broadcasts, drama and other items of speech.

It is very important to remember that one student's personal response to a text may be totally different than another child or that which the teacher expected. All students should be given the opportunity to explore their own ideas in an atmosphere where all contributions are seen as equally valid and valued.

### Content Standard 5 Respond to Spoken Texts

Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.

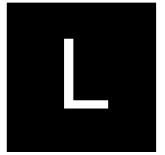
### Assessment

Students' responses to spoken texts can be observed during discussions and further assessed through drawing or other written work.

### Internet Resources

[http://www.sasked.gov.sk.ca/docs/ela/listenin\\_g01.html](http://www.sasked.gov.sk.ca/docs/ela/listenin_g01.html)

For a brief explanation of KWL charts, see <http://www.readingquest.org/strat/kwl.html>



### Sample Lesson Objectives

- 5.3 After listening to the first part of the poem, "The Adventures of Isabel," students will discuss how they think it ends.
- 5.4 In small groups students will retell story of "The Adventures of Isabel".
- 5.6 After listening to the poem, "The Adventures of Isabel," students will discuss the emotions they felt.

### Learning Outcomes

#### Infant 1

- 5.1 Recognize emotions, for example, happy, sad, or angry, of characters in stories presented orally

#### Infant 2

- 5.2 Answer simple questions about their feelings in response to stories and poetry presented orally
- 5.3 Predict outcomes of familiar repetitive stories presented orally
- 5.4 Retell/dramatize parts of stories heard

#### Standard 1

- 5.5 Discuss the emotions they feel when listening to stories, poems and non fiction texts presented orally.

### Sample Teaching Strategies

In order to develop students' ability to respond critically, emotionally and imaginatively to a text, it is necessary to spend considerable time with it, possibly over the course of several lessons.

Before listening: Provide background information about the text's topic, author, purpose and other features and discuss it with the students.

During listening: Provide students with opportunities to deepen their knowledge and understanding of the text by using guiding questions. Read the text several times.

After listening: Allow the students to discuss and share ideas as a whole class, in small groups or with a partner. Encourage them to communicate their ideas in a variety of ways, for example, using role play, pictures or puppets and in writing.

K-W-L Charts (What I know, What I want to know, What I learnt) can help structure listening activities.

### Sample Student Activities

DLTA: Directed Listening Thinking Activities – Say, or read, a text to the class, stop at a point, ask the student to make predictions or discuss what they have heard, continue with the text and discuss whether the students' ideas were confirmed.

Partner Retell: In pairs, one child reads a story, the other retells it, elaborating and developing it as they please.

LAPS: Listen, Ask, Picture and Summarize (listen carefully, ask questions, picture what you heard, visualized and felt, and summarize your ideas to a partner).

Listen – Think – Pair – Share: Students listen to a spoken text. They are given time to think about it before they discuss it in pairs. Finally they share their ideas with the whole class.

Progressive stories: A student starts a story with a single sentence. In turn, each student adds to the story.

### Linkages

- CS2(L) Listen for information
- CS3(L) Interpret and evaluate oral presentations
- CS6(V) Comprehend and interpret visual images.
- CS7(V) Respond to visual images
- CS28(R) Interpret stories
- CS29(R) Respond personally to stories
- CS30(R) Read and relate to poetry



# Viewing

**CS6**    **Comprehend and Interpret Visual Images**

**CS7**    **Respond to Visual Images**

# 6 Comprehend and Interpret Visual Images

## General Comments

Young children tend to “think in pictures” whereas adults tend to think linguistically. This means that the presentation of information to children visually is likely to be more effective than presenting it in words only.

Visual images used for lower division students should:

- be clear and accurate
- be easy to read
- be logically coherent
- be colourful
- have a consistent scale and be correctly proportioned.

In primary school, students need to develop visual literacy skills that improve their understanding of accompanying written texts. They need to be able to use a pictures to understand stories and non-fiction texts in various subject areas.

As students progress, they need to learn how to interpret pictorial representations, environmental signs, logos, mottos, art, photography and gestures in increasingly sophisticated ways. They also need to be able to choose how and when to use pictures and which pictures to use to meet their needs.

## Content Standard 6 Comprehend and Interpret Visual Images

Extract the apparent and covert meaning from visual images and discuss their purpose, usefulness and reliability.

## Assessment

Possible assessment activities include:

- sequencing images
- following directions to complete a physical activity
- creating a story using pictures
- matching pictures to appropriate text

## Internet Resources

A good site on teaching visual literacy is <http://k-8visual.info>

### Other Resources

Some picture books narrate stories using no, or very few words, for example, “A Day at Camp,” by George Ella Lyon.



### Sample Lesson Objectives

- 6.1 Students will match pictures of people to the names of different ethnic groups.
- 6.7 Students will study a comic strip and then retell the story with the events in the correct sequence.

### Learning Outcomes

#### Infant 1

- 6.1 Understand that visual images contain information.
- 6.2 Identify and differentiate shapes, sizes, letters, numbers, and patterns (etc.).
- 6.3 Connect a visual image to a story text.

#### Infant 2

- 6.4 Follow instructions given by the means of gestures, symbols and pictures.
- 6.5 Select or draw a series of pictures to retell a story.

#### Standard 1

- 6.6 Determine the sequence and main idea of a story told entirely in pictures.
- 6.7 Tell a story or sequence of events based on a series of pictures.

### Sample Teaching Strategies

Read Aloud: In many children's books, the images contain more information than the written text. During a class read-aloud, teachers should elicit these extra details from students.

Choices: From a number of different pictures, students choose which one best illustrates a story.

Lists: Students list the items they can see in a picture.

Visual Presentation: Content information from all subjects should be presented using visual images as often as possible.

Common symbols: Before they can read letters, Infant 1 students should be able to interpret common signs and symbols, such as traffic signs, business logos, weather symbols, and so on.

### Sample Student Activities

Picture recall: After studying a picture, students turn it over so they can't see the picture and try to remember what was in it.

Spot the difference: Students explain the difference between two similar pictures.

Picture sequence: Given a series of pictures about a well known story, students put them in order. This can be a group activity.

Story illustration: Students draw pictures of a scene in a well known story. They can use the author's own illustrations for ideas.

Signs treasure hunt: Students hunt for an object hidden in the classroom using wordless clues made of pictures and symbols.

Grouping: Students group letters, pictures and shapes according to common characteristics.

Mime: One student mimes an action, (without talking), for the other students to guess.

Matching: Students match a word or line of text to an appropriate picture.

Scrap books: Students paste pictures into a scrap book on a certain theme, e.g. my family or favourite foods.

### Linkages

- CS2(L) Listen for information
- CS3(L) Interpret speech and evaluate speakers
- CS7(V) Comprehend and interpret visual images
- CS10(S) Narrate real and fictional events
- CS28(R) Interpret stories
- CS29(R) Relate personally to stories
- CS31(R) Comprehend non-fiction texts
- CS34(W) Write stories

## 7 Respond to Visual Images

### General Comments

Children begin to interpret and respond to visual images in the earliest months of their lives. Even before they enter primary school, they encounter thousands of pictures, drawings and television images. The aim of this content standard is to help students recognize, think about and discuss their emotional reactions and intellectual responses to these images.

### Assessment

Discussion: Teachers should monitor students' oral responses to visual images.

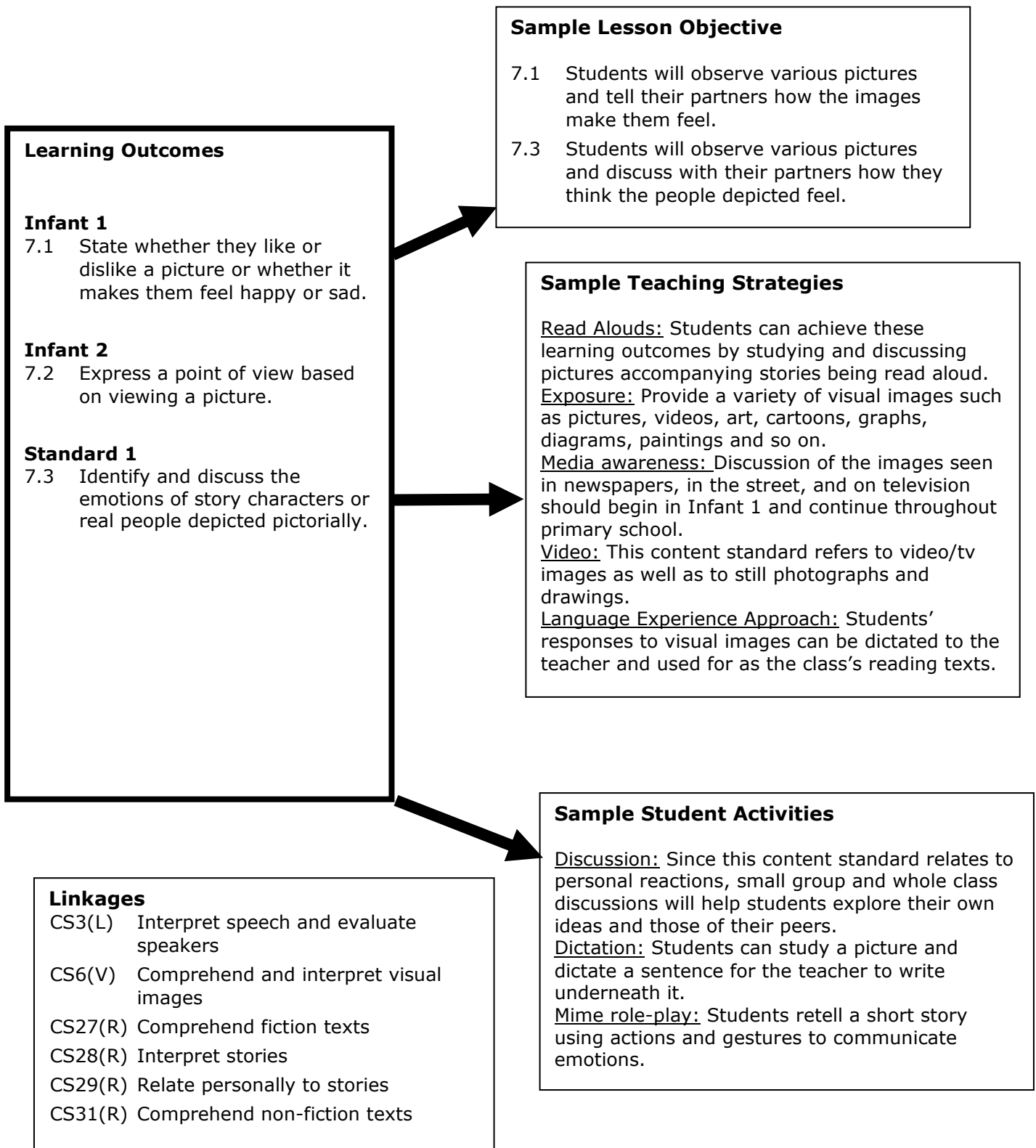
### Content Standard 7 Respond to Visual Images

Connect visual images to personal choices, experiences, emotions, ideas and moral values.

### Internet Resources

Information on visual-spatial learning is available at [http://www.gifteddevelopment.com/Visual\\_Spatial\\_Learner/vsl.htm](http://www.gifteddevelopment.com/Visual_Spatial_Learner/vsl.htm)

Scholastic, the children's book publisher has teaching resources on its web-site [www.scholastic.com](http://www.scholastic.com)





# Speaking

- CS8 Ask and Answer Questions**
- CS9 Express Opinions and Communicate Ideas**
- CS10 Narrate Real and Fictional Events**
- CS11 Deliver Reports and Speeches**
- CS12 Display Self-Esteem while Speaking**
- CS13 Perform Drama**
- CS14 Recite Poetry**
- CS15 Participate in Group Discussions**
- CS16 Pronounce Words Appropriately**
- CS17 Use Correct Grammatical Structures in Speech**
- CS18 Use Appropriate Styles and Registers in Speech**
- CS19 Use Speech Prosody and Gesture**

## 8 Ask and Answer Questions

### General Comments

There are several content standards that relate to the development of interpersonal communication skills and, during planning, teachers should be aware of the learning outcomes for them all. These content standards include CS4, CS8, CS9, CS12 and CS15. Lower division students can use languages other than English in achieving the learning outcomes related to this content standard. Students are more likely to engage in discussion and conversation in their first language. However, throughout lower division they should also be developing their ability to converse in English.

Most classroom learning occurs through teacher-student and student-student dialogue and students need to learn how to use language collectively as a tool for thinking and learning. They need to learn to find out information, develop social skills, share ideas and experiences and solve problems through constructive talk.

Lower division students need some explicit instruction in how to work together. They need to be taught how to listen to each other and the type of questions that can be asked to obtain information. However, most of the time, teaching for this content standard will not be planned for; instead it will occur as the opportunity arises during the course of teaching other subjects and topics.

### Content Standard 8 Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

### Assessment

Assessment through informal monitoring may be sufficient for this content standard..

### Internet Resources

<http://www.teachingideas.co.uk/english> contains lesson ideas from a UK primary school.

One of the best writers on how children use language to communicate is Neil Mercer of Cambridge University. See for example, [http://people.ucsc.edu/~gwells/Files/Courses\\_Folder/ED%20200D%20Papers/Chap%2011%20Mercer.pdf](http://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20200D%20Papers/Chap%2011%20Mercer.pdf)

### Sample Lesson Objectives

- 8.1 During a guessing game, students will ask each other questions to obtain specific information.
- 8.3 During morning circle, students will answer questions posed by the teacher about their recent activities.
- 8.6 During a role play of a market shopping scenario, students will use appropriate greetings.

### Learning Outcomes

#### Infant 1

- 8.1 Ask a teacher or familiar adult questions to obtain information or permission.
- 8.2 Follow an agreed procedure for asking and answering questions in class, for example by raising a hand and waiting for the teacher.
- 8.3 Answer questions, possibly using sentence fragments and gestures.

#### Infant 2

- 8.4 Ask a partner simple questions to acquire information using who, what, when, where, and how.
- 8.5 Ask a partner questions about a topic of interest.
- 8.6 Give appropriate spoken responses to greetings, instructions and requests.

#### Standard 1

- 8.7 Maintain a conversation with a series of short exchanges.

### Sample Teaching Strategies

Morning Circle: Provide opportunities for students to talk about interests such as hobbies, television programs, weather and personal news. It is a good idea to begin each day with this activity.

Questioning Technique: "Open ended" questions designed to stimulate thoughtful responses, inferring and deductions are usually preferable to questions that restrict the possible answers.

Reword and Recap: During conversations between the teacher and the student, the teacher should reword and recap what has been said to clarify and assess the student's understanding. The teacher should also ask questions that encourage the student to elaborate on what they have said.

Make Connections: Teachers should consciously try to connect the subject of a conversation with a student to that student's previous knowledge and experience. They should also consciously make connections between the topic and curricular matter.

Talking Rules: Each teacher should establish and practice procedures for asking and answering questions and model these procedures.

Buzz Groups: Instead of asking individual students in a whole class setting, ask small groups to consider questions jointly before answering.

### Sample Student Activities

Talk About Your Partner: Students work in pairs. They have to find out something about their partner and then report it to the whole class.

Oral-Structured-Situations: Create role-play situations such as asking permission, shopping, buying, borrowing, or meeting a new friend.

Puppet Shows: Students can create their own puppets and then use them to have pretend conversations.

Book Club: In small groups, students can tell each other about books they have read or stories they have heard recently.

Guessing Games: Think of an animal; students have to ask questions in order to guess what it is.

### Linkages

- CS4(L) Listen and communicate
- CS5(L) Respond to spoken texts
- CS9(S) Express opinions and communicate ideas.
- CS12(S) Display self-esteem while speaking
- CS15(S) Participate in group discussions

## 9 Express Opinions and Communicate Ideas

### General Comments

*As with CS8 and CS10, some students may need to use a language other than English to meet these learning outcomes. However, with all students, the transition to using English should begin in Infant 1 and by Standard 1 most students should be using English most of the time.*

The focus of this content standard is talking about and explaining ideas. Thus, asking students not just what they think, but why they think it is important.

As with CS8, students are more likely to express themselves well if they are talking about a topic of interest to them while linking their ideas to their own experience. Teachers should also link ideas expressed orally to writing tasks.

There is no limit to the topics that can be discussed in a language arts classroom and teachers should not feel restricted by curriculum themes. Thus, books, T.V. characters, recent events, videos, and trips are all legitimate topics for discussion. However, whatever the topic, teachers should seek to develop students' oral language by encouraging them to use a range of vocabulary and grammatical structures.

### Content Standard 9 Express Opinions and Communicate ideas

Effectively and clearly  
state, develop, explain  
and justify opinions and  
ideas

### Assessment

Essential skills to assess:

Ability to:

- describe objects in complete sentences
- express likes & dislikes about a given topic
- display creativity in the use of the imagination.
- state opinions on a topic from outside of school

### Internet Resources

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) is a British Council sponsored web-site that contains many teaching ideas and recent articles. Its focus is on teaching English as a second language using a communicative approach.

## Learning Outcomes

### Infant 1

- 9.1 State likes, dislikes and preferences.

### Infant 2

- 9.2 Use complete sentences of five or more words to express ideas, preferences and needs.

### Standard 1

- 9.3 Express and explore ideas based on the imagination.
- 9.4 Give simple reasons for their ideas based on direct observations or concrete experience.

## Sample Lesson Objectives

- 9.1 After listening to a story, students will state if they what they like and dislike about it.
- 9.2 While discussing the topic "animals", students will state which animals they would like to have as pets and explain why.
- 9.3 Using play dough, students will create an object and explain its design and function to the class.

## Sample Teaching Strategies

Speaking Rules: Establish rules about listening to each other and taking turns in conversations and discussions.

"Talking Words" Word Wall: Display in the classroom words and phrases that students can use when expressing ideas. For example, "because" and "I think" .

Dilemmas: Provide scenarios in which students have choose between two options and give reasons for their choice.

Caring Circle: Encourage students to discuss their personal feeling.

*See also teaching strategies for CS8*

## Sample Student Activities

Speaking Game: Give each group a picture. After a group discussion, one students can talk about it.

Character Acting: Students to choose a job/career and give reasons for their choice. This can be substituted with games, sports, animals or any other topic.

Using the imagination: Students draw an imaginary object, or make up an imaginary event and talk about it in a small group.

Response to reading: Students give opinions on a story they have read, (see CS29).

## Linkages

- CS4(L) Listen and communicate
- CS7(V) Interpret visual images
- CS12(S) Display self esteem while speaking
- CS15(S) Participate in group discussions
- CS28(R) Interpret stories
- CS37(W) Write non-fiction

# 10 Narrate Real and Fictional Events

## Content Standard 10 Narrate Real and Fictional Events

Effectively and clearly describe events and stories they have witnessed, heard, or invented

### General Comments

Telling “stories” about recent events has traditionally been a major part of Belizean culture. Such narratives help people share knowledge, values, habits and aspects of cultural identity. Through story-telling, students can learn about other ethnic and cultural groups from Belize and around the world.

Narrating a story or event involves performance and encouraging story telling can help build students’ confidence and self-esteem.

Note that, although the learning outcomes for lower division focus on describing real events, student narration of imaginary events should also be encouraged.

### Assessment

Essential skills to assess include the ability to describe events, objects and animals, in any language and in standard English.

Teachers can use a simple rubric or checklist to note the following:

- Structure of the narrative (does it make sense)
- Creativity
- Use of appropriate vocabulary
- Use of appropriate sentence structure.

### Internet Resources

A detailed article on story telling and education can be found at <http://ijea.asu.edu/v2n1/> (Mello in the International Journal of Education & the Arts, Vol 2, 2001)

[lessonplanspage.com](http://lessonplanspage.com) is a useful source of teaching ideas on any subject.

### Sample Lesson Objectives

- 10.1 After observing a recent event, students will describe it to the class.
- 10.3 Working in pairs, students will describe pictures to one another using complete sentences.
- 10.5 In groups, students will share personal news, using several consecutive sentences to describe events.

### Learning Outcomes

#### Infant 1

- 10.1 Describe a recent event during class 'circle time' or to the teacher or familiar adult.
- 10.2 Briefly describe objects, animals and places.

#### Infant 2

- 10.3 Describe a picture using complete sentences.
- 10.4 Calmly describe a recently witnessed event.

#### Standard 1

- 10.5 Using several sentences consecutively, describe an incident or tell a story based on recent or past own experience, in an audible voice.

### Sample Teaching Strategies

Model Speaking: Calmly, using audible voice, model speaking standard English in complete sentences.

Word Bank: Develop a word bank of descriptive words and reward the students for using them spontaneously. Also develop specific story telling vocabulary.

News Broadcast: Have children watch a television news broadcast and ask them to role-play being a news presenter.

Dramatization: Students dramatize situations described by the teacher, for example, shopping, meeting an angry dog, etc

Grammar: Explicitly explain and model the difference between phrases and sentences.

### Sample Student Activities

Morning Circle: Each morning, students share their "news" of family events or tell the class about events they have witnessed.

Word Collection: Students make personal collections of interesting words they encounter in stories and then try to use them in their own conversations.

Word of the Day: Each student selects a word from a dictionary that they will try to use at least once during the day.

Role Play: Students pretend to be news reporters and describe events orally.

Picture Description: Students describe pictures of events, objects, animals and places etc.

Talk Time Surprise Bag: Students pull objects, or questions written on cards, from a surprise bag. This can be done around a theme selected in advance by the students.

Picture Game: One student has a picture of an object that the other members of the group cannot see. The student describes the object, but without naming it. The other students have to guess what it is.

### Linkages

- CS2(L) Listen for information
- CS6(V) Comprehend and interpret visual images
- CS7(V) Respond to visual images
- CS16(S) Pronounce words appropriately
- CS17(S) Use correct grammatical structure in speech
- CS18(S) Use appropriate styles and registers in speech
- CS19(S) Use speech prosody and gesture
- CS31(R) Relate personally to stories
- CS34(W) Write stories

# 11 Deliver Reports and Speeches

## General Comments

Some infant students may be reluctant to speak in front of the whole class. The teacher should create a safe environment that encourages them to do this.

Students should be encouraged to read aloud in front of the class, to give impromptu short speeches and to recite poems. The audience does not need to be limited to the classroom but can include the wider school and local community. Participation in occasions like the Festival of Arts should also be encouraged.

*There are strong connections between this content standard, CS13 Perform Drama, CS14 Recite Poetry, CS19 Use Speech Prosody and Gesture and CS25 Read Aloud.*

## Content Standard 11 Deliver Reports and Speeches

Prepare and confidently and effectively deliver formal reports and speeches for a variety of purposes on a variety of topics.

## Assessment

All students should be able to say something in front of the whole class.

### Observation:

Monitor students' ability to maintain good eye contact, and use appropriate volume and posture. However, lower division students can only be expected to be beginning to develop these skills.

## Internet Resources

<http://www.sasked.gov.sk.ca/docs/mla/speak011.html>

**Sample Lesson Objectives**

- 11.1 During "Circle Time" each student will contribute sentences about a personal photograph.
- 11.3 After creating a weather wheel, students will use it to give a report on weather conditions to the class.

**Learning Outcomes****Infant 1**

- 11.1 Take part in 'Circle Time' activities in which each student contributes an item.

**Infant 2**

- 11.2 Give simple reports about current weather conditions.

**Standard 1**

- 11.3 Give a short report on a favourite topic to the rest of the class.

**Sample Teaching Strategies**

Modeling: The Teacher should model the skillful delivery of reports, using a clear voice with good volume while maintaining eye-contact and using a good posture.

Guidelines: The teacher and students may together prepare a list of guidelines to use during oral reports. For example, speak with a clear voice, speak loudly, look at the people you are speaking to, breath deeply before starting to speak and stand straight.

Pre-speaking activities: Giving a report is more likely to be effective if significant preparation is done

**Sample Student Activities**

Circle Time: Students should have the opportunity to share news every day.

Show and Tell: Students bring a favourite object/photograph from home and talk about it. This can be a small group or whole class activity.

Families: Each student brings a photograph of their family. They have to tell other students who is in the photograph. Photographs can be mounted for a display.

Weather Wheel/Chart/Role Play: Each day a student can have a turn to give the weather report.

Puppets/Cinema Box: The use of puppets, toys and other objects can make giving reports fun and help students overcome their timidity.

**Linkages**

- CS3(L) Interpret and evaluate oral presentations
- CS9(S) Express opinions and communicate ideas
- CS13(S) Perform drama
- CS14(S) Recite poetry
- CS17(S) Use correct grammatical structures in speech
- CS19(S) Use speech prosody and gesture
- CS25(R) Read aloud
- CS34(W) Research from non fiction texts

# 12 Display Self-Esteem while Speaking

## General Comments

Throughout lower division, students need to develop the ability to initiate and maintain conversations, conduct small group discussions and communicate and support ideas and opinions while listening to and evaluating those of others. These dispositions are covered in a series of content standards, for example, CS4, CS8 and CS9, that relate to the development of the students' interpersonal intelligence.

Self esteem refers to how a person views himself or herself and how they think they are viewed by others. Children like to feel accepted, and if they do not, their low self esteem may hinder their progress at school by reducing their participation in learning activities. Above all, students need to feel that the classroom is a safe environment in which they are treated well and fairly by the teacher.

Some lower division students may appear too timid to engage in conversations or to offer their opinions in class. To help these students, make the classroom environment feel as safe as possible and create lots of structure for speaking exercises. Prevent students from commenting negatively on what their peers say. Show that you value every positive comment by thanking the student or praising what they have said.

Preventing students from using their first language, especially as they begin school, is likely to damage infants' self esteem.

The use of corporal punishment, which should never be inflicted by a class teacher, is also likely to damage a student's self esteem.

## Assessment

### Observation:

Focus on whether students can speak confidently in a natural manner.

## Content Standard 12 Display Self-Esteem while Speaking

Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.

## Internet Resources

Teachers can find much useful information on web-sites aimed at parents, for example this article on self-esteem:  
<http://www.notmykid.org/parentArticles/SelfEsteem/>

**Sample Lesson Objectives**

12.1 In pairs, students will role-play a conversation without showing shyness or embarrassment.

**Learning Outcomes****Infant 1**

12.1 Speak in a natural, easy manner with children and adults with whom they are familiar.

**Infant 2**

12.2 Demonstrate feelings of self-worth and express ideas confidently.

12.3 Express humour and other appropriate feelings.

**Standard 1**

12.4 Demonstrate an ability to express ideas to people with whom they are not very familiar, for example visitors to school.

12.5 Talk freely and easily about personal or group experiences and demonstrate a willingness and eagerness to speak.

**Sample Teaching Strategies**

Modeling: Explicit conversation techniques can be taught, with the teacher acting as a model.

Practice: Students can practice techniques, such as facing the person they are speaking to, maintaining eye contact, and asking questions and waiting for the answer without interrupting.

Messages: Students can be asked to take messages to other teachers to give them the experience of talking to other adults.

Class Routines: Students can be trained how to greet and talk to visitors to the classroom,  
Group Play: Group games should be a regular feature of lower division teaching as students learn how to win, lose and compete gracefully. Game playing can occur both as a part of regular lessons and during break and lunch times. All classrooms should have games in their learning centres.

**Sample Student Activities**

Questionnaires: Students can conduct simple questionnaires (with yes/no tick boxes and a limited number of questions) with teachers and other adults *in the school*.

Favourite Rhymes: Students can be given opportunities to tell nursery rhymes, jokes and riddles or present songs and jingles in class.

Situational Role-Play: Students can role-play conversations for given situations, for example, meeting people for the first time. The teacher can provide model phrases for them to use, for example, "Good morning," "What is your name," "Where do you go to school?" This may be particularly useful for students whose first language is not English.

**Linkages**

CS4(L) Listen and communicate  
CS8(S) Ask and answer questions  
CS9(S) Express opinions and communicate ideas.  
CS11(S) Deliver reports and speeches  
CS13(S) Perform drama  
CS14(S) Recite poetry  
CS15(S) Participate in group discussions  
CS25(R) Read aloud

# 13 Perform Drama

## General Comments

Role play in the classroom brings variety and fun. For it to succeed, the teacher must plan properly and believe in the positive impact the activities can have. High expectations need to be communicated to the students and a well-structured scenario needs to be created.

In addition to being fun and motivating, role play can give all students the chance to express themselves in a positive way. Role play and drama can bring the outside world into the classroom and can offer students the opportunity to use language in new and creative ways.

Dramatic activities at the lower division level need careful preparation and structuring. Role plays should be on topics or stories with which the students are already familiar.

## Content Standard 13 Perform Drama

Develop and role play improvised skits and dramatically perform items from a prepared script

## Assessment

Observation: Dramatic activities, including role plays provide the teacher with an opportunity to assess most of the learning outcomes relating to speaking, (CS8-19).

Rubrics: Simple rubrics that give points for creativity, confidence, use of voice and use of language can make assessment more objective. The rubrics can be shared with the students.

## Internet Resources

<http://www.bced.gov.bc.ca/irp/drama810/apg.htm>

[http://www.teachingenglish.org.uk/think/speak/role\\_play.shtml](http://www.teachingenglish.org.uk/think/speak/role_play.shtml)



### Sample Lesson Objectives

- 13.2 In small groups, students will role play a scenario given by the teacher about an accident in the play ground.
- 13.3 After discussing recent events, in groups students will choose one event and present a dramatization of it.

### Learning Outcomes

#### Infant 1

- 13.1 Individually act out the meaning of a single word, for example, an action verb.

#### Infant 2

- 13.2 Role play simple situations with at least one other person, for example 'at school,' 'at the store', etc.

#### Standard. 1

- 13.3 In a small group, develop and perform a simple role play based on recent events or news item.

### Sample Teaching Strategies

#### Preparation:

- Discuss the topic to be dramatized.
- Model good speaking and acting techniques.
- Provide useful vocabulary or short phrases.

#### Rehearsal

- Give rehearsal time and give students advice as you watch them rehearse.
- Participate, if necessary.
- Make suggestions to prompt the students' imagination and creativity.

#### During Performance

- Create a safe area for the performance.
- Set rules for the performers and for the audience.
- Encourage students to face the audience and speak loudly and clearly.
- Give directions, encouragement and rewards.

### Sample Student Activities

Miming Games: One student mimes a word or phrase, without speaking; the other students guess what it is.

Simon Says: Simon says and other games that require the students to make physical responses help build confidence.

Impromptu Short Performances: Students can be given opportunities to tell jokes, riddles and stories in front of the class.

Role Play Scenarios: Role plays should be used frequently in language teaching. Situations can be related to themes important for the students' development, for example, health and safety, pollution and bullying. They can be related to fairy tales, rhymes, stories and recent events, as well as topics drawn from other areas of the curriculum.

Talking About a Partner: Students work in pairs before presenting information about each other.

Character Impersonation: Students take on the role of a story character.

Pretending Games: Students pretend to be a someone, for example a doctor, fire fighter, police officer, etc.

### Linkages

- CS5(L) Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.
- CS10(S) Narrate real and fictional Events
- CS11(S) Deliver reports and speeches
- CS12(S) Display self-esteem while speaking
- CS14(S) Recite poetry
- CS25(R) Read aloud
- CS199S) Use Speech prosody and gesture
- CS31(R) Comprehend fiction texts
- CS34(W) Write stories

# 14 Recite Poetry

## General Comments

When planning poetry lessons, teachers should combine learning outcomes from CS14, Recite Poetry, CS30, Read and Relate to Poetry, and CS35, Write Poetry.

The classroom needs to have a collection of poems of different kinds and on different themes. These must be age appropriate.

From Infant 1, students can be helped to use a good delivery technique. When reciting poems the speaker should stand in front of an audience with the "speaker's stance". This entails balance, with the speaker's feet approximately shoulder width apart. The reciter should avoid swaying or shifting weight from foot to foot. The stance may change if it is for emphasis. The speaker should have an erect posture, and, if not holding a book or paper, the hands can rest down at the speaker's sides in a relaxed manner. If gestures (appropriate to material presented) are used, then afterwards the hands should return to the sides.

## Content Standard 14 Recite Poetry

Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

## Assessment

When assessing, monitor:

- the ability to link simple actions to words
- the ability to enunciate words clearly,
- the ability to memorize short chunks of verse.

## Internet Resources

[www.poetryclass.net](http://www.poetryclass.net) is an excellent, practical site. For lower division look for lessons at the KS1 level.

<http://www.favoritepoem.org>, a collaboration between Boston University and the Poetry Society of America has good resources for teachers.

To find poems, try [www.poemhunter.com](http://www.poemhunter.com)

Also try [www.poetryteachers.com](http://www.poetryteachers.com)

**Sample Lesson Objectives**

- 14.1 During poetry circle, a student will present a favorite nursery rhyme using actions.
- 14.3 In groups, students will change the words of a well-known nursery rhyme to create an original one.
- 14.6 After having time to rehearse, students will recite the action poem "in the heart of a seed", demonstrating appropriate posture and delivery technique.

**Learning Outcomes****Infant 1**

- 14.1 Accompany rhymes and songs with simple actions.
- 14.2 Chorally, with the aid of the teacher, recite simple poems with actions.

**Infant 2**

- 14.3 Play with rhyme by changing familiar poems and nursery rhymes.
- 14.4 In a group, memorize a short poem for public performance, for example, to a group of parents or at the Festival of Arts.

**Standard 1**

- 14.5 When reciting assume appropriate posture to aid voice and breath control.
- 14.6 Individually, recite simple poems with actions either from memory or from a text.

**Sample Teaching Strategies**

Poetry Circle: (or My Favourite Poem): Teachers can schedule the same time each week for poetry activities. Every week a student can share a poem, song or nursery rhyme with the class.

Modeling: The teacher should read poems aloud to the class regularly, modeling good delivery techniques such as posture, breath control, and use of intonation and stress. The poems read should be ones the students will like and understand. Rhymes with actions and repetitive patterns are usually appropriate for lower division students.

Pictures: Use pictures to help students understand and remember rhymes.

Poetry Readings: Organize a poetry reading for students to recite poems to their parents. Invite parents to read poems for the students. Use other opportunities for the students to recite poems to a wider audience, for example, a school assembly, at an open day or at the Festival of Arts

**Sample Student Activities**

Complete the Line: The teacher supplies the a line of poetry, allowing the students to supply the last word of each line. Students can also come up with new lines for favourite poems, such as "The Wheels on the Bus" and "Old MacDonald"

Friday Fish Bowl! When a student has memorized a poem, they put the title on a piece of paper in the "fish bowl". On Fridays- a fish is selected and the child recites the poem.

Syllable Clapping: As the teacher reads a poem aloud, the students clap each syllable.

Poem Line: The students form a line, each person has one part of a poem to memorize and recite. After they have mastered this, change the order of the line-up.

Rhyming Games: In small groups, student make a list of words that rhyme with one supplied by the teacher.

Fill-in-the-blanks poem: Give the students a poem with blank spaces that they to fill with their own rhyming words, for example, "My \_\_\_\_ is like a \_\_\_\_ / because \_\_\_\_ is very \_\_\_\_." etc.

**Linkages**

- CS1(L) Identify and distinguish between sounds
- CS5(L) Respond to Spoken Texts
- CS11(S) Deliver reports and speeches
- CS13(S) Perform drama
- CS19(S) Use Speech prosody and gestures
- CS25(R) Read aloud
- CS30(R) Read and Relate to Poetry
- CS35(W) Write Poetry

# 15 Participate in Group Discussions

## General Comments

The ability to work in groups effectively has a strong impact on a student's experience as a learner and is correlated with their chances of success. Developing good group work skills in lower division students is, therefore, very important.

Students should experience working in groups from Infant 1; however, they are more likely to work on individual tasks alongside each other than to cooperate on a group task. For group tasks to be successful at the lower division level, the teacher needs to provide very clear instructions about what each student will do.

Discussions may develop social interaction skills as students express ideas, take turns and listen critically to build on each other's ideas. During discussion they should each respect opinions and recognize that perceptions vary. Three or four members in a discussion group is appropriate because it will give all members the opportunity to listen and speak.

Groups can be teacher or student selected. Group membership should be changed regularly to ensure that students work with all their classmates..

Permanently arranging classroom furniture so that students sit in groups rather than in rows will make groupwork easier to manage.

## Content Standard 15 Participate in Group Discussions

Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contribution of others

## Assessment

Assessment for this content standard will depend heavily on observation. Teachers should monitor whether individual students freely contribute and share in group situations and whether they follow expected procedures.

## Internet Resources

<http://www.sasked.gov.sk.ca/docs/mla/speak026.html>

Other Resources

Strategies and Models for Teachers: Teaching Content and Thinking Skills

P.D. Eggen -D.P. Kauchah pg. 118



### Sample Lesson Objectives

15.1 In a teacher led discussion, students will contribute at least one idea, while following simple discussion rules.

### Learning Outcomes

#### Infant 1

15.1 In a teacher led discussion wait for someone else to finish talking and not interrupt them.

#### Infant 2

15.2 In small group or class discussion wait for someone else to finish talking and not interrupt them.

#### Standard 1

15.3 Work alongside other students in a group sharing equipment.

### Sample Teaching Strategies

Discussion Rules: Present and establish rules for discussions.

Use Background Knowledge: Use familiar topics and themes and encourage students to contribute ideas

Offer Guidance: Before discussion, establish a purpose and present a list of possible questions to be asked

Moderate Discussions: Ensure that all students have an opportunity to speak. Remind students to wait until someone has finished talking and to not interrupt. Allow discussions to flow and ensure that most contributions come from the students, not the teacher.

Speaker Markers: Some teachers like to use an object, like a stuffed animal toy. Only the person holding the toy is allowed to speak. This can apply to both whole class and small group discussions.

Story Discussion: Link group discussions to a story the students have recently read or heard.

Group Tasks: Ensure that the instructions for a task are explicit and well explained. With lower division students it is usually necessary to explain the task several times.

Set Roles: Ensure that every member of a group has a role and understands what they have to do.

Equipment Rules: Establish rules and procedures for borrowing, sharing and using equipment.

### Sample Student Activities

Think, Pair, Share: The teacher asks a question. Everyone then gets a few minutes to think of an answer silently. Finally, various students share what they have been thinking. A more complex version of this has students working in pairs.

Group Tasks: Give a group a picture to colour in. Each student needs to colour a different section of the picture. However they have to share a single set of crayons.

Discussion Wheel: Students spin a wheel with their names on it to determine who will speak next.

### Linkages

*Groupwork can occur in the teaching of any content standard.*

CS4(L) Listen and communicate

CS8(S) Ask and answer questions

CS9(S) Express opinions and communicate ideas.

CS12(S) Display self-esteem while speaking.

# 16 Pronounce Words Appropriately

## General Comments

Pronouncing words appropriately is necessary for effective communication. Incorrect pronunciation strains communication and may even change a phrase's meaning. Young learners need to practice pronunciation which can be done using rhymes in songs and poems and repetition of similar sounds.

As far as possible the teaching of this content standard should be integrated into the teaching of CS8-CS15.

It is very important that teachers distinguish between the wrong pronunciation of words, and pronunciation variations caused by dialect and accent. *There is no such thing as standard pronunciation. Artificially trying to force students to use a foreign (including British or American) pronunciation could be very harmful to their oral language development.*

## Content Standard 16 Pronounce Words Appropriately

Pronounce Words Clearly  
and Appropriately

## Assessment

The essential skill to assess is the appropriate pronunciation of individual phonemes. Students who mispronounce these sounds may need individual help.

## Internet Resources

<http://www.soundsofenglish.org> has a useful tips for teachers page on pronunciation.

## Learning Outcomes

### Infant 1

16.1 During speech, clearly and correctly pronounce the main 42 phonemes (language sounds) of Standard English.

### Infant 2

*There are no learning outcomes for Infant 2 in this content standard. However, teachers should monitor the oral language development of their students and intervene to correct errors.*

### Standard 1

16.2 Consistently pronounce commonly encountered words appropriately and clearly.

*Note: 16.1 refers to the correct enunciation of sounds within words, not the isolated pronunciation of sounds as part of a phonics exercise.*

## Sample Lesson Objectives

16.2 After learning a new song, students will compile a list of "new" words and practice saying each one with a partner.

## Sample Teaching Strategies

Rhymes: The frequent use of rhyming songs, chants, drills, poems, nursery rhymes, and tongue-twisters helps students pronounce words appropriately.

Pronunciation Games: In pronunciation bingo, students cross a picture off their card if they hear a word with a similar sound.

Modeling: Good modeling of appropriate pronunciation, particularly of those sounds that cause students frequent difficulties (e.g. *th*) is essential.

## Sample Student Activities

Tongue Twisters

Game What Is It? Put a list of words on the blackboard. One child is sent outside while another selects one of the words. The child from outside comes in then asks-"Is it ----?")

Spin a Sound: spin a wheel with desired sound symbols then select two words with that sound and use it in a sentence orally

Rhyming Games: say as many words as you can that rhyme with \*.

I Spy Game "I spy with my little eye, something beginning with b" (This can be done with letter sounds instead of letter names.

## Linkages

All Content Standards from CS8 to CS15

CS1(L) Identify and distinguish between sounds

CS25(R) Read aloud

# 17 Use Correct Grammatical Structures in Speech

## General Comments

The achievement of this content standard should be integrated into the teaching of CS8-CS15.

This content standard refers specifically to the use of grammar in speech, not writing. At this level, the explicit teaching of sentence structure is unlikely to be effective because the concepts are too abstract for young children. However, it is essential that students practice and develop their ability to state ideas in sentences and ask questions throughout lower division.

Oral language development can be stimulated through role play because it provides many opportunities for the teacher to assist students to learn and use grammatical structures and new vocabulary in a fun way. For example, when students in a role play scenario find themselves "at a loss for words" the teacher can "feed in" or prompt by supplying additional information. The use of games, for example, information gap games, can also be used.

Learning outcomes 17.2 and 17.4 refer specifically to standard English. This marks the beginning of the process of helping students be aware of and understand the difference between standard English and Kriol, (see also CS18)

## Content Standard 17 Use Correct Grammatical Structures in Speech

Use sentence structure, word order, agreement patterns and other grammatical features correctly

## Assessment

Assessment should focus on the use of complete sentences (a) in any language and (b) in standard English.

A teacher can observe whether a student uses complete sentences (a) rarely (b) sometimes (c) often (d) most of the time. Finally, he/she may also observe whether the student uses complete sentences spontaneously, or only when prompted.

## Internet Resources

[www.ncte.org](http://www.ncte.org) is the web-site of the U.S. National Council for the Teaching of English. Follow the link for grammar under "Teaching Resources".



## Learning Outcomes

### Infant 1

17.1 State ideas in complete simple sentences.

*This learning outcome refers to both statements and questions.*

### Infant 2

17.2 Form the plural of most nouns correctly while speaking standard English

17.3 Modify a noun with an adjective in a spoken sentence.

### Standard 1

17.4 Apply appropriate present, past and future tense forms of verbs when speaking standard English

17.5 Modify a noun with two or more adjectives in a spoken sentence.

*Initially, some students may only be able to achieve outcome 17.1 in their first language. However, by Standard 1, all students should be able to achieve it in standard English.*

## Sample Lesson Objectives

17.1 In a whole class discussion about \*, students will contribute at least one idea using a complete sentence.

*\* insert an element from a language arts themes or another subject area.*

## Sample Teaching Strategies

Modeling: The frequent modeling of complete sentences, in speech and in writing, will help students differentiate between sentences and non-sentences.

The Information Gap: Information gap games involve two or more students asking each other questions to find out the information the other students have. For example, Student A has information to complete Student B's card. For the completion of the information there must be communication between both. They therefore will need to share to complete the activity.

## Sample Student Activities

Any of the activities from CS8-15 can be used.

Family Drawing: Students draw their family and talk about the people they have drawn. Alternatively, a photograph may be used as a prompt.

Complete the Sentence: In pairs, one student begins a sentence, the partner completes it in any way they like.

Say a Sentence Using . . . Surprise Bag: A student picks an object from a surprise bag and must say a complete sentence/use an adjective about it.

Yesterday I . . .: Students must say a complete sentence beginning with a time phrase, for example, "Yesterday I . . ." or "Tomorrow I . . ."

Adjective Games: The teacher says a word and the students have to shout out an adjective to describe it.

Pictures: Students say sentences with adjectives in response to pictures.

## Cross References

All Content Standards from CS8 to CS15

CS19(S) Use speech prosody and gesture

CS44(W) Apply correct grammatical forms in writing

CS45(W) Incorporate stylistic devices in original writing

# 18 Use Appropriate Styles and Registers in Speech

## General Comments

A register is a particular type of language used for a particular purpose or in a particular social setting. For example, most people use language differently at home, at work, or with friends. Informal spoken language usually uses shorter sentences or fragments, is less organized and uses more 'vague' or non specific language.

Children need practice time and exposure to many different spoken text types. The telephone is an important communication tool for personal, school and business use. It can help students be aware of the difference between formal and informal language and to use and choose the appropriate forms in different situations.

An important aspect of this content standard is helping students be aware of and understand the difference between Kriol and standard English. This process can begin in lower division, although it becomes more explicit in the higher grades.

## Content Standard 18 Use Appropriate Styles and Registers in Speech

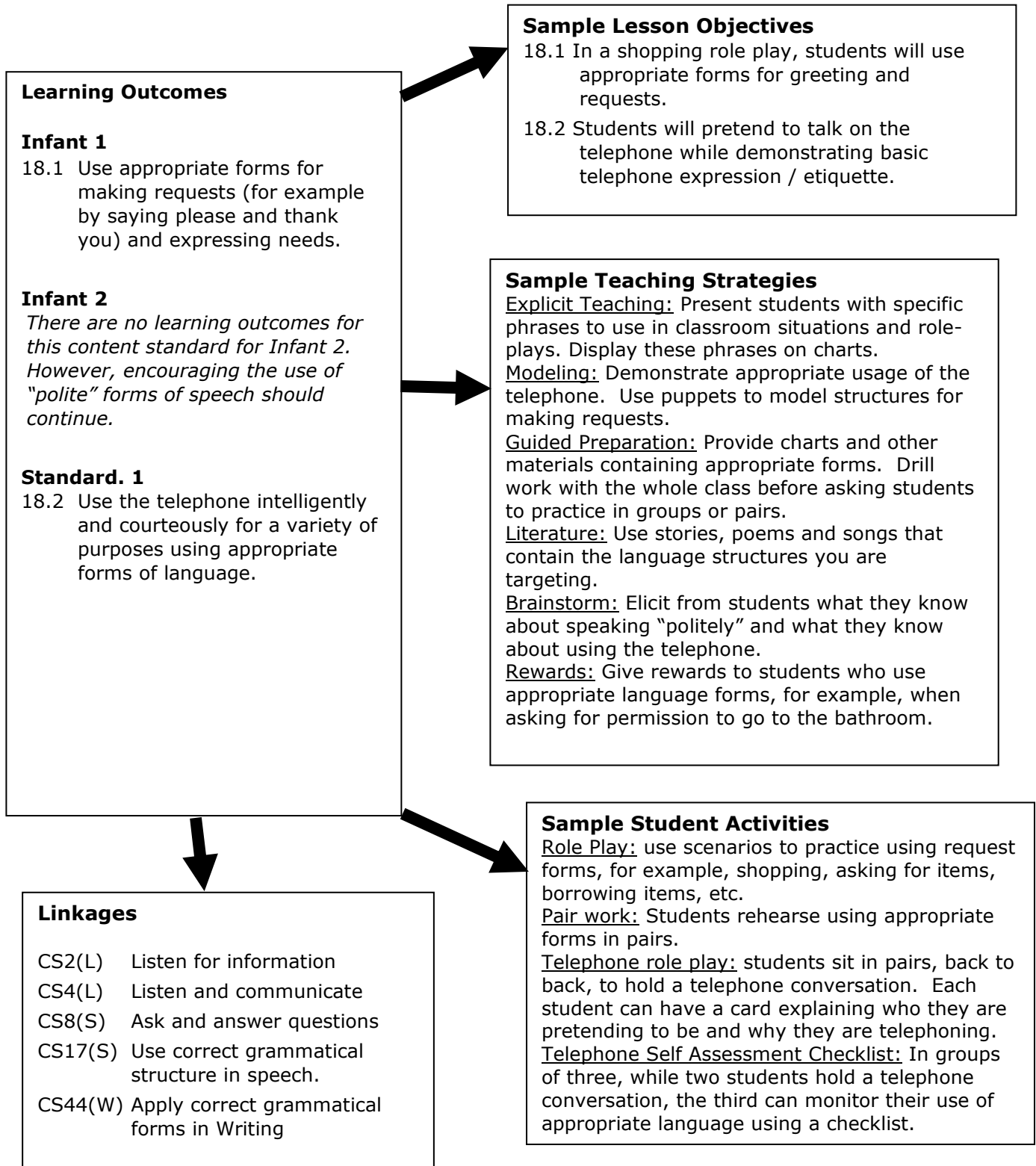
Choose and switch between appropriate styles of speech, formal and informal registers, Standard English, Kriol and other Languages.

## Assessment

Observe whether students use appropriate forms for requests, using the telephone, etc, (a) spontaneously, (b) after prompting or (c) not at all.

## Internet Resources

[www.kriol.org.bz](http://www.kriol.org.bz) is the web-site of the National Kriol Council of Belize. Using local Kriol publications and telling stories in Kriol can help students understand the difference between Kriol and English.



# 19 Use Speech Prosody and Gesture

## General Comments

Prosody refers to speech elements such as intonation, pitch, speed of delivery, loudness, rhythm tone and timbre. These elements, aid in communicating ideas clearly.

It is usually not necessary to have activities specifically designed to teach prosody and gesture. Instead, the teaching of this area should be integrated into the activities used for CS8-18.

At this level, teachers should not use theory or give students technical definitions when talking about prosody and gesture. Instead, teachers should frequently model and student should have many opportunities to practice prosody and gesture. Increasingly, students should show awareness of these elements.

Frequently remind students that we need to adjust our voice tone, pace, volume and intonation to vary emotion in messages. For example, if the emotion to be expressed is angry, passionate or excited then the voice is usually loud. A soft voice can be used to increase tension when telling a story. Changes in intonation and stress within a sentence can be used to add emphasis or to turn a statement into a question.

It is also important to remind students that they should avoid mumbling, keeping the hands away from their mouth. They should always speak in such a way that their listeners can hear them.

## Content Standard 19 Use Speech Prosody and Gesture

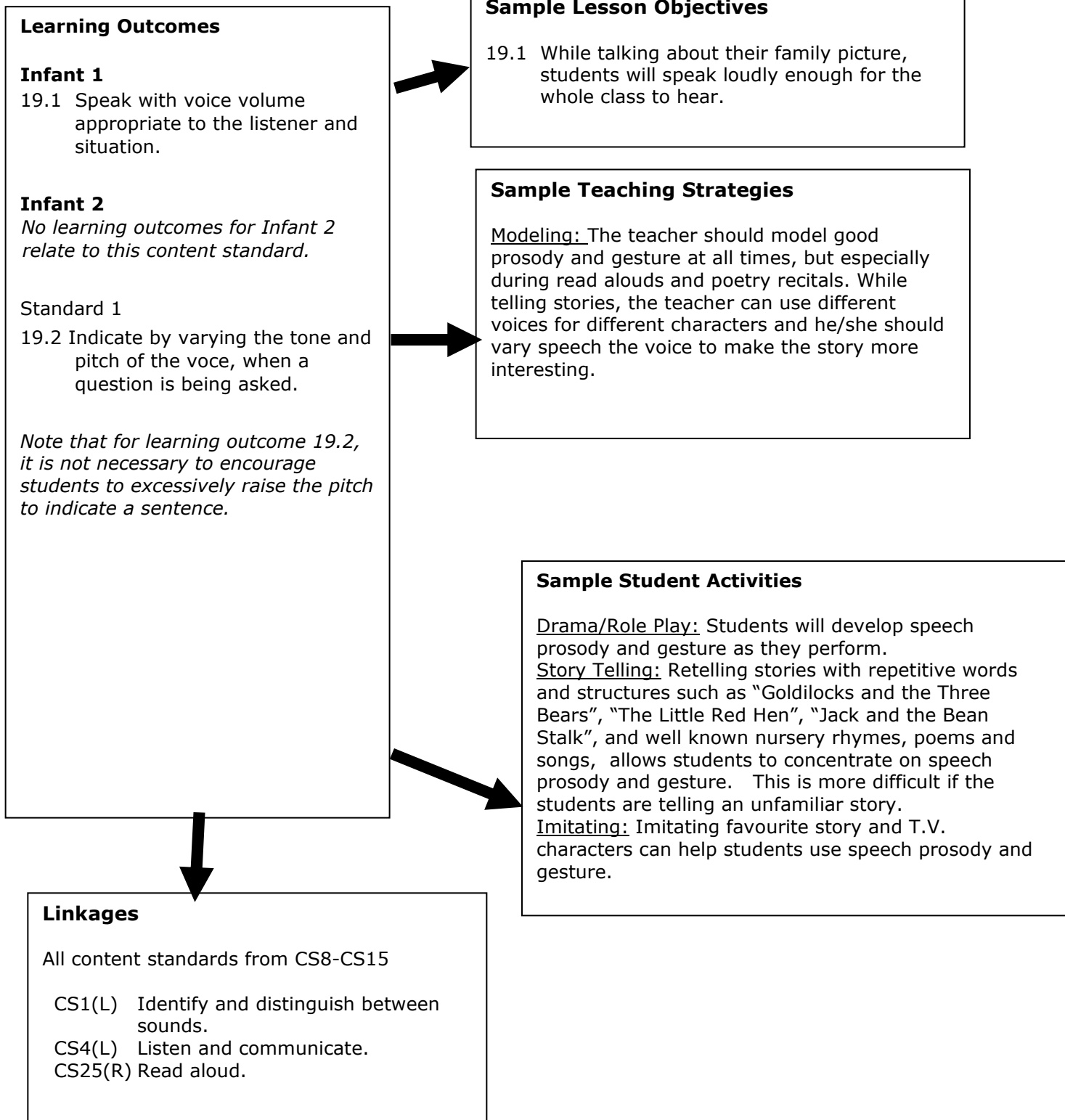
While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns.

## Assessment

The most important skill to assess at lower division is the ability to speak with appropriate volume. Teachers should expect to observe development over a over a period of time.

## Internet Resources

[www.bteducation.org/resources](http://www.bteducation.org/resources) has free printable and downloadable resources for primary school teachers.





# Reading

- CS20 Apply Phonics Knowledge**
- CS21 Recognize Words by Sight**
- CS22 Use Context Clues**
- CS23 Display Word Power**
- CS24 Use a Dictionary**
- CS25 Read Aloud**
- CS26 Select Appropriate Reading Material**
- CS27 Comprehend Fiction Texts**
- CS28 Interpret Stories**
- CS29 Relate Personally to Stories**
- CS30 Read and Relate to Poetry**
- CS31 Comprehend Non-Fiction Texts**
- CS32 Research from Non-Fiction Texts**
- CS33 Analyse the Language, Nature and Structure of Texts**

# CS20 Apply Phonics Knowledge

## General Comments

Reading and writing in English is based on an alphabet code in which 26 letters represent approximately 42 sounds.

The ability to apply phonics knowledge depends on a good understanding of the sound system of the English language. Thus, this content standard is closely linked with CS1 Identify and Distinguish between Sounds.

In Infant 1, the basic code is taught. This is best done using a programme of *systematic synthetic phonics* such as *Fast Phonics*. Similar programmes include *All Star Phonics*, *Hooked on Phonics*, and *Jolly Phonics*.

In Infant 1, one way of reading and writing the main 42 sounds of English is taught, (CS20.2). Students should begin to blend two and three letters together to form words before the end of first term and should be reading phonetically spelt sentences before the end of second term (CS20.4, CS20.7, CS20.8). They should also be introduced to some four letter words, (CS20.6).

Note that any phonics programme must be accompanied by a wide range of activities that develop other language skills. Focusing exclusively on decoding skills, without simultaneously building vocabulary and comprehension strategies is harmful.

## Content Standard 20 Apply Phonics Knowledge

Use knowledge of the relationship between letters and sounds to decode words in print.

## Assessment

Essential skills to assess:

1. Recognition of letter and linking it with a sound, for example when a flashcard is shown.
2. Recognition of a letter in a word.
3. Tracing of a letter (See CS40)
4. Blending two or more letters together.

## Internet Resources

For a general introduction to phonics, see  
<http://www.pbs.org/parents/readinglanguage/articles/phonics/main.html>

A downloadable booklet on teaching phonics can be accessed at:  
[http://www.standards.dfes.gov.uk/primary/publications/literacy/686807/nls\\_phonics0303jsolity.pdf](http://www.standards.dfes.gov.uk/primary/publications/literacy/686807/nls_phonics0303jsolity.pdf)

# Infant One

## Learning Outcomes

### Infant 1

- 20.1 Recognise and name all letters of the alphabet in upper and lower case.
- 20.2 Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs *ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look)*.
- 20.3 Identify the initial sound and the corresponding letter of a spoken word, object or picture.
- 20.4 Blend a vowel and a consonant together to read a two letter word, for example, *at, it, ma, pa, in, am*.
- 20.5 Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.
- 20.6 Read words with initial consonant clusters, *br-, tr-, bl-, gl-, st-, sn-, and dr-*.
- 20.7 Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using *ai, ee, ie, oa, oo, a\_e, i\_e*.
- 20.8 Read words ending with the consonant clusters, *-nd, -lp, -st, -nk, -sp, and -nt*.
- 20.9 Understand the terms vowel and consonant as they relate to letters and sounds.

### Sample Lesson Objective

By the end of the lesson students will identify the letter k with its sound, will have identified words containing the letter k, and will have traced the letter in their workbook.

### Sample Teaching Strategies

Phonics teaching concentrates on the sounds that letters usually represent. However, students can also be taught the letter names.

Explicit Teaching: Phonics should be taught explicitly for about twenty minutes every single day. New letters/sounds should be introduced at the rate of approximately two per week in first term.

Daily Review: Every day, every letter/sound learnt to that point should be reviewed.

Linkages: Letter/sounds should be introduced in an active way, along with games, rhymes, songs, pictures, words and actions that will help the students learn and remember.

### Sample Student Activities

Hunt the letter: Students have to find the letter in classroom display and books.

Odd one out: Students identify the word that does not begin (or end) with the target sound.

I went to market and bought an object beginning with the target sound.

Phonemic Stories and Rhymes: Tell stories and recite rhymes in which the target letter/sound appears often (Sam the snake slid slowly into the soft shoe)

Matching Games: Matching letter cards and pictures. Matching pictures with the same initial/middle/ending letter.

Alphabet Zoo: Each cage has a letter. Students have to put animals into their correct cage.

Fishing for Words: Students have to "fish" for words on the word wall that begin with the target letter/sound.

### Linkages

- CS1(L) Identify and distinguish between sounds
- CS21(R) Recognise words by sight
- CS40(W) Write clearly and legibly
- CS41(W) Spell words appropriately

# CS20 Apply Phonics Knowledge

## General Comments

Reading and writing in English is based on an alphabet code in which 26 letters represent approximately 42 sounds.

In Infant 1, the basic code is taught. In Infant 2 and Standard 1, the focus is on variations to the basic code and on increasing the speed and ease of blending. For example, whereas in Infant 1, students might learn that the long "e" sound is spelt "ee", Infant 2 students should learn that it can also be spelt ea (bean); or that the long "a" sound can be spelt "a\_e" (cake), "ai" (bait), "ay" (say) and "a" (baby). Another variation that Infant 2 students are likely to encounter include o\_e (hope), oa (boat), and ow (flow).

In Infant 2, students should be using their phonics skills to decode words that they encounter while reading books. They should be aware that sounding out does not always work because some words ("tricky words") have unusual spellings. They should also be taught that they may have to try several different ways of sounding out a word before they get it correct because some letters represent more than one sound.

Literacy Centres: Every classroom should have a literacy centre that contains phonics activities and games that the students can complete independently or in small groups.

## Assessment

The most important aspect of phonics for Infant 2 children to master is the understanding that some sounds, especially vowel sounds, have more than one possible spelling.

Early detection of and intervention for students who did not master the basic phonics code in Infant 1 can prevent reading difficulties from increasing.

## Content Standard 20 Apply Phonics Knowledge

Use knowledge of the relationship between letters and sounds to decode words in print.

## General Resources

The use of a systematic synthetic phonics programme is recommended.

## Internet Resources

For lesson plan ideas, go to <http://teacher.scholastic.com/lessonplans> and type phonics into the search box.

# Infant Two

# R

## Learning Outcomes

### Infant 2

- 20.10 Read words containing vowel digraphs ea (seat), a\_e (cake) ay (day), ew (flew), oy, (boy), ow (cow & low).
- 20.11 Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.
- 20.12 Sound out two syllable words that are spelt using conventional consonant, "short" vowel and commonly occurring "long" vowel letter representations
- 20.13 Read words ending in -ss -ck -ff -ll
- 20.14 Discriminate between words beginning with hard/soft c and g
- 20.15 Recognize words ending with common spelling patterns, for example. -old, -ing, -op, -end, & -and.

## Sample Lesson Objective

- 20.13 After listening to a story featuring words containing the /ch/ sound, students will make a of words from containing this sound and read them to a partner.
- 20.14 By the end of the lesson, students will be able to state whether the letter "c" represents a hard or soft sound in given words.

## Sample Teaching Strategies

Phonics teaching should continue to be a regular, probably daily, part of language arts lessons throughout Infant 2.

Reading: Students should frequently encounter stories, poems, non-fiction and other texts that contain words with the target spellings.

Phonics Through Spelling: Infant 2 students should be able to use their phonics knowledge to try to spell words for themselves. This is crucial for their literacy development, even though it will inevitably lead to some invented spelling, (see CS41).

Word Comparison: Students can study whole words to detect spelling patterns. For example, students can study a series of words that contain ea as a way of spelling the long e sound.

## Sample Student Activities

Phonics should be fun for the students. Letter/sounds should be introduced in an active way, along with games, rhymes, songs, pictures, words and actions that will help the students learn and remember.

*See also activities under Infant 1*

Letter Addition: Add a letter to a word to make another one, for example, add *p* to *-ink* to get *pink*.

Letter Take-Away: Delete a letter from a word to make a new one. for example take *t* from *trip* to get *rip*.

Round-up: From a number of cards, students have to round-up, that is collect together, ones with similar features, for example, same initial sound/onset/rime/rhyme/ending cluster and so on.

## Linkages

- CS1(L) Identify and distinguish between sounds
- CS21(R) Recognise words by sight
- CS25(R) Read aloud
- CS27(R) Comprehend fiction texts
- CS34(W) Write stories
- CS40(W) Write clearly and legibly
- CS41(W) Spell words appropriately

## CS20 Apply Phonics Knowledge

### General Comments

See also the general comments in the Infant 1 and Infant 2 sections, above.

The use of phonics knowledge and sounding out strategies continues to develop throughout the primary grades. However, by Standard 1, as they increasingly use context clues, students should be progressing beyond letter-by-letter sounding out for the majority of words. They should be able to read an increasing number of words by sight and they should automatically recognise the commonly occurring letter patterns listed in the learning outcomes for this content standard. Daily doses of whole class systematic phonics, therefore, may not be as useful for standard 1 students as they are for the lower grades.

The spelling patterns indicated in learning outcomes 20.16, 20.17, 20.18 and 20.19 are indications for the teacher of the types of words that Standard 1 students should be able to read fluently and accurately. Although there should be some explicit teaching of these patterns, the concentration should be on reading these words in meaningful texts.

Literacy Centres: Every classroom should have a literacy centre that contains phonics activities and games that the students can complete independently or in small groups.

Remedial work: If students are struggling to read grade level texts, then they may have gained an incomplete grasp of phonics in the infant grades. Explicit instruction on the relationship between sounds and the alphabet code can greatly improve these students' reading performance.

### Content Standard 20 Apply Phonics Knowledge

Use knowledge of the relationship between letters and sounds to decode words in print.

### Assessment

Standard 1 is a critical year for the diagnosis of reading difficulties. When listening to students read, try to spot misapplications of the alphabet code. For example, some students will always read a letter the way they were originally taught it, so "please" becomes "pleess". Also try to spot those students who are guessing at words from the first letter or group of letters, or who seem to have an over-reliance on picture clues.

Text to Meaning: Ask comprehension questions to check whether students can understand the words they are sounding out.

Fluency Test: Give students a short passage to read aloud. Time how long they take to read it. Count and analyse any mistakes.

### Internet Resources

For an overview of recent research on phonics:  
<http://www.literacytrust.org.uk/Database/Primary/phonics.html>

For other resources, see sections for Infant 1 and Infant 2.

# Standard One

# R

## Learning Outcomes

### Standard 1

- 20.16 Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -lt, -pt, -xt, -lf, -nch, -lth.
- 20.17 Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, squ, str,
- 20.18 Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread)
- 20.19 Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft "j" or a "sh" sound as in vision, pleasure, station.
- 20.20 Use knowledge of similar words to read unfamiliar words correctly, e.g. getting slight from light, shroud from loud, etc.

## Sample Lesson Objective

20.19 Students will read and discuss a reading passage containing several words spelt using -ur, -ear and -aw..

## Sample Teaching Strategies

**Explicit Phonics:** Explicit phonics teaching should occur only in short lesson segments. The repetitive drilling of target letter patterns using flashcards or other devices is unlikely to be effective.

**Analogy Phonics:** Students can be explicitly taught to try to decode unknown words by thinking of words they do know that look similar. Thus, a student might guess *toy* by analogy with *boy*.

**Phonics and Writing:** Give students daily opportunities to write original sentences and encourage them to use their phonics knowledge as they do.

**Phonics in Context:** When a student sounds out a word, they should check it makes sense by using context clues.

**Guided Reading:** With another person, students should frequently read paragraph length texts that contain an increasingly wide range of words.

**Sustained Silent Reading:** As a routine part of every day, students should interact with a reading book, silently and by themselves.

**Class Library:** All classrooms should have appropriate reading books and a place where students can go to read them.

## Linkages

- CS1(L) Identify and distinguish between sounds
- CS21(R) Recognise words by sight
- CS25(R) Read aloud
- CS27(R) Comprehend fiction texts
- CS31(R) Comprehend non-fiction texts
- CS34(W) Write stories
- CS40(W) Write clearly and legibly
- CS41(W) Spell words appropriately

## Sample Student Activities

The phonics games described in the Infant 1 and Infant 2 sections (above) can be adapted for this level. These, and other word games, can be used for a few minutes at a time, at the beginning or end of lessons or as a transition between activities.

**Matching:** Match words that contain the same sound spelt in different ways: *cat/kick/choir, sit, cell, science*.

**Odd One Out:** Which word does not belong: *cat, cup, cell*.

**Word Drop:** Students are given a sentence with a blank and three possible words on cards. They have to insert the word that makes most sense.

**Blend and Spend:** Students shop for items containing specified spelling combinations.

# CS21 Recognise Words by Sight

## General Comments

A sight word is any word that a student can read automatically and instantly without having to decode it letter by letter. Fluent adult readers read the vast majority of words by sight. They only use decoding strategies when they encounter a new or unusual word.

Beginner readers read most words by decoding them. However, over time, more and more words become sight words and reading fluency increases.

Some frequently occurring words are phonetically irregular and cannot be decoded by sounding out. Unless these "tricky words" become sight words the reader will have difficulty, even with simple texts.

Sight words can be efficiently learnt by regularly reading texts. Most people can read a word by sight if they encounter it about five times in their reading in a short period of time.

*Important Note: Teachers should not train children to memorize words by their shape as whole units. This may work for a small number of words but it is impossible for students to memorize all the words they will eventually have to read. Nor should students always guess words from their initial few letters. Instead, it is vital that students attend to all the letters in unknown words.*

## Assessment

Assessment should focus on both the fluency (speed/lack of hesitation) and the accuracy (elimination of mistakes) of reading  
Paragraph Reading: Time how long it takes a student to read a paragraph and record the number and type of mistakes. A "good" reader is one who can read more than 90% of the words. This type of assessment can be done a few students at a time over a series of lessons.

Word Lists: The same technique can be used with appropriate word lists. If the same word list is used many times, however, students may memorize a word by its position on the page, thus giving a false score.

## Content Standard 21 Recognise Words by Sight

Read words automatically and instantaneously, without having to decode or guess.

## Resources

Commonly used word lists are the Dolch lists and the Fry lists. An internet search for "Dolch" or "Fry" sight words will produce many useful and interesting sites.

[www.teachnet.com](http://www.teachnet.com) is another useful site.

**Sample Lesson Objective**

- 21.2 Working in groups, students will match photographs of their classmates with their written names.
- 21.3 In pairs, students will accurately read to each other a paragraph containing several -ing words.

**Learning Outcomes****Infant 1**

- 21.1 Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.
- 21.2 Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.

**Infant 2**

- 21.3 Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense).
- 21.4 Read on sight approximately one hundred high frequency words including numbers, seasons, months of the year, common colour words and the name of the school.

**Standard 1**

- 21.5 Read on sight approximately one hundred and fifty high frequency words including many that are not phonetically spelt.

**Sample Teaching Strategies**

Reading: Students are more likely to acquire sight words quickly if they are given frequent opportunities to read appropriate level texts, that is, texts in which they can already read at least 90% of the words.

Predictable Texts: Repeated reading of predictable texts can help students develop sight word reading skills.

Meaningful Texts: Students are more likely to be motivated to read, and keep reading, texts with content that they find interesting or useful and that are connected to their own experience.

Target Words: Select certain words special attention. These "target" words should be prominently displayed in the classroom and referred to frequently.

Peer-Tutoring: Pair weak students with strong students in activities that involve reading.

**Sample Student Activities**

Reading activities: See CS25 for choral, shared, echo and guided reading. Silent reading is also important.

"Fishing for Words": A student uses a fishing rod to hook (or point to) a word selected by the teacher or by another student.

"Bang": Target words are placed in a box. A student has to reach into the box and pull out a word card. If the student reads the word correctly he/she gets to keep it and pull out another word. If the word card says "bang" then the student must shout bang loudly and put all his/her cards back in the box. The student with the most cards still in his/her hand at the end of the game, wins.

**Linkages**

- CS20(R) Apply phonics knowledge
- CS23(R) Display word power
- CS25(R) Read aloud
- CS27R) Comprehend fiction texts
- CS31(R) Comprehend non-fiction texts
- CS34(W) Write stories
- CS41(W) Spell words appropriately

## CS22 Use Context Clues

### General Comments

When people read, they use many different clues to help them fully comprehend the meaning of the text. For example, when a reader comes across an unknown word they can use pictures, the position of the word in the sentence, the meaning of the surrounding words, their knowledge of the topic, and other clues to help them sensibly guess at the word's meaning.

At the lower division level, pictures are a common and easily used type of context clues. However, students can also use their innate and developing knowledge of grammar to help them determine the meaning of a sentence.

As with phonics, it is important to discourage too much guessing when students use context clues. Students should try to decode a word before they use a picture to guess it.

### Assessment

Matching: Students can be assessed on their ability to match a picture with a sentence. If assessing the ability to use context clues, then the sentence should contain a word that is likely to be unfamiliar to the students.

Traditional grammar exercises should be avoided at the lower division level.

### Content Standard 23 Display Word Power

Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

### Internet Resources

For access to the latest research on reading, visit the site of the Florida Centre for Reading Research: [www.fcrr.org](http://www.fcrr.org)

### Learning Outcomes

#### Infant 1

- 22.1 Identify a noun in a written text.
- 22.2 Identify an action verb in a written text.
- 22.3 Identify when a noun in a written text is plural.
- 22.4 Identify a pronoun in a written text.

#### Infant 2

- 22.5 Identify, and explain the purposes of, full stops and question marks in written texts.
- 22.6 Identify a proper noun in a written text.
- 22.7 Identify, and explain the purpose of, an adjective in a written text.
- 22.8 Use visual images to predict the meaning of unfamiliar words.
- 22.9 Identify a compound word in a written text.

#### Standard 1

- 22.11 Use knowledge of common prefixes and suffixes to identify the meaning of a word.
- 22.10 Use background knowledge of the topic to identify the meaning of an unknown word.

### Linkages

- CS6(V) Comprehend and interpret visual images
- CS23(R) Display word power
- CS27(R) Comprehend fiction texts
- CS31(R) Comprehend non-fiction texts
- CS34(W) Write stories
- CS43(W) Use punctuation appropriately
- CS44(W) Apply correct grammatical forms in writing.
- CS45(W) Incorporate stylistic devices in original writing.

### Sample Lesson Objective

- 22.1 After listening to "Paddington's Day Out", students will match sentence strips with appropriate pictures.

### Sample Teaching Strategies

Grammar Teaching: The explicit teaching of grammar should occur only in short lesson segments. It is not necessary for students to memorize the definitions of parts of speech.

Topic Discussion: Discussing the topic of a text with students before it is read is likely to help them understand its meaning better. This is because they will be able to use their background knowledge to help them comprehend unknown words.

Content Themes: The use of a thematic approach, in which several texts on the same topic are studied, can deepen comprehension.

Picture Clues: Even when reading isolated words, objects, actions, pictures, associations and the use of the word in sentences can aid comprehension.

### Sample Student Activities

Fill in the Blanks: Given picture and other clues, students complete sentences with blanks spaces representing words.

Blank-Game: Two students are given the same sentence with a word missing. They simultaneously write down a word to go in the space. They get a point if both students have the same word. This can be made easier by having the onset of the word present: "The boy ch\_\_\_\_ the dog."

Match Pictures and Sentences: Students have to match a picture with an appropriate sentence of text.

# CS23 Display Word Power

## General Comments

Strong vocabulary development helps students improve their literacy skills. The best way of helping vocabulary growth is to develop habits of independent reading.

Students who have a limited vocabulary range may benefit from explicit vocabulary instruction. Teachers should use stories and other texts to introduce approximately ten words each week.

Lower division students may be confused by dictionary definitions. They are more likely to understand synonyms and analogies, and to learn words by using them in meaningful, original sentences.

Lower division students can be taught strategies for learning new words. Their appreciation of new and unusual words should also be encouraged.

The rote memorization of word meanings is rarely effective.

## Content Standard 23 Display Word Power

Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.

## Assessment

Assessment of word power is most effective if the students are required to use target vocabulary in ways that indicate whether the meaning of the word is understood.

- Students use their own words to explain sentences in a story containing target vocabulary
- Students use target vocabulary words in original sentences.
- Students supply give words of similar/opposite meaning to target vocabulary.

## Internet Resources

[www.doe.mass.edu/read/presentations/coyne\\_readingfirst.ppsv](http://www.doe.mass.edu/read/presentations/coyne_readingfirst.ppsv)  
[www.ciera.org/library/presos/2002/2002csi/2002csicarlisle/02csijcv.pdf](http://www.ciera.org/library/presos/2002/2002csi/2002csicarlisle/02csijcv.pdf)



### Sample Lesson Objective

23.2 Working in pairs, students will list their favourite words from nursery rhymes.

### Learning Outcomes

#### Infant 1

23.1 Recognize unusual words encountered in nursery rhymes and frequently read stories.

#### Infant 2

23.2 Show interest in learning about new words encountered in reading.

23.3 Read and understand common compound words and split them into their component parts, e.g. himself, handbag, teaspoon.

23.4 Identify the opposites of familiar words.

#### Standard 1

*No learning outcomes relate to standard 1 for this content standard.*

### Sample Teaching Strategies

**Reading:** Vocabulary development occurs when students encounter words while reading texts of interest to them, including stories, poems and non-fiction writing.

**Using words:** Once students have identified new words, they need to be given opportunities to use them for purposeful written and spoken communication.

**Modeling:** Teachers can deliberately use unusual words in their conversations with students. This should be done when the context makes the meaning of the word clear. Teachers can also express enjoyment of and interest in unusual words.

**Five Minute Activities:** Play vocabulary building games (see below) for five minutes at the beginning or end of the lesson or as a break between activities.

**Making Connections:** Teachers can help students connect new words with ones they already know.

**Analogy:** Telling a short story to illustrate the meaning of a word is usually more effective than giving definitions.

SLAP:       **S**ay the word  
              **L**ook for clues  
              **A**sk yourself what the word might mean  
              **P**ut the word in a passage in the place of a familiar word to see if it makes sense.

### Sample Student Activities

**Story Vocabulary:** Students underline unknown words in a short story.

**Word discussion:** After listening to a nursery rhyme, students discuss the meaning of words identified by the teacher. (e.g. pale, crown, tumbled, vinegar in "Jack and Jill")

**Opposites Game:** Each student is given a card with a word on it, they have to find their partner who has a word with the opposite meaning.

**Compound Word Game:** Same as opposites game (above) except that the two partners each have one half of a compound word.

**My Word Jar:** Each student has a jar with a lid in which they keep their favourite words.

Word games

**Morning Circle:** Regular classroom discussion about events, books and experiences can enhance students' word power.

**Beat the Teacher:** Challenge students to find a word that the teacher does not know.

**Word of the Day:** Each student chooses a word that they will use at least three times that day.

### Linkages

CS9(S)	Express opinions and communicate ideas
CS21(R)	Recognize words by sight
CS22(R)	Use context clues
CS24(R)	Use a dictionary
CS27(R)	Comprehend fiction texts
CS34(W)	Write stories
CS45(W)	Incorporate stylistic devices in original writing

## CS24 Use a Dictionary

### General Comments

A "children's" dictionary is usually appropriate for lower division students. These dictionaries usually have lots of pictures and simplified word definitions. However, more advanced readers may be frustrated by the limited number of words that "children's" dictionaries contain.

In lower division, students encounter dictionaries and begin to understand how to locate words within them. However, at this stage, many will be unable to understand the abstract definitions of words. For vocabulary building, it is usually preferable to give analogies and examples.

### Assessment

The key skill to assess in lower division is the ability to put letters and words in alphabetical order. This can be done through activities involving manipulating letter and word cards.

### Content Standard 24 Use a Dictionary

Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection, and pronunciation of words and to discover new words.

### Internet Resources

Sites of major dictionary publishers often have teaching resources.

For example:

[www.macmillandictionary.com/school](http://www.macmillandictionary.com/school)

**Sample Lesson Objective**

- 24.2 Working in groups, students will place a series of letter cards in correct alphabetical order.
- 24.3 Students will find the spelling of a word in a children's picture dictionary.

**Learning Outcomes****Infant 1**

- 24.1 Recite the names of letters in correct alphabetical order.

**Infant 2**

- 24.2 Place words that begin with different letters in correct alphabetical order.
- 24.3 With help, find information in simple dictionaries with illustrations.

**Standard 1**

- 24.4 Place a series of words that begin with the same letter in correct alphabetical order.

**Sample Teaching Strategies**

Students can learn letter names at the same time that students first encounter letter shapes and letter sounds.

Note that spending a few minutes on dictionary activities regularly is likely to be more productive than taking entire lessons.

Alphabet Chart: All lower division classrooms should have an alphabet chart or wall frieze.

Class Dictionary: Over time, a class dictionary can be constructed. Whenever students encounter a new or unusual vocabulary item they can nominate it for inclusion in the class dictionary.

Alphabet Poem: Students have to add appropriate words to an alliterative poem, for example, Artful Andy \_\_\_\_\_ an alligator.

**Sample Student Activities**

My Dictionary: Each student can have a personal dictionary, initially of blank pages, in which they write or paste words of interest and draw pictures.

Hunt the Word: Students race to be the first one to find a word in the dictionary.

Jumbled Order Games: Students put a series of letter cards in alphabetical order, or in reverse alphabetical order. Students can also put series of words in order.

Word of the Day: Each day a different student can select a word from a dictionary. All the students then need to try to use the word during the day.

**Linkages**

- CS20(R) Apply phonics knowledge
- CS22(R) Read words by sight
- CS23(R) Display word power
- CS34(W) Write stories
- CS38(W) Plan and edit writing
- CS41(W) Spell words appropriately

# CS25 Read Aloud

## General Comments

The ability to read texts aloud fluently and accurately is central to successful literacy development. Consequently, students should get frequent opportunities to practice this skill.

From the first day of school Infant One students can be involved in activities that establish positive attitudes towards reading, towards books and towards reading aloud. In the first weeks of school, teachers may ask students to "read" books made up mostly of pictures with few or no words.

Towards the end of first term, after the students have begun to learn the alphabet code through their study of phonics, students can be asked to read short, phonetically spelt sentences from a board or chart.

Later in the year, as the student's knowledge of phonics and irregularly spelt "tricky words" increases, they can be asked to read aloud from books that have a repetitive, and if possible, a rhyming structure.

It is extremely important for the teacher to model good reading by reading aloud to the students every day.

## Content Standard 25 Read Aloud

Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

## Assessment

The teacher should listen to each student read individually as part of the end of year assessment, using sentences containing short, phonetically spelt and other commonly occurring words. A simple rubric can be used, for example:

- (a) Reads quickly without making mistakes
- (b) Reads quickly but makes mistakes
- (c) Reads hesitantly without mistakes
- (d) Reads hesitantly with mistakes
- (e) Reads one or two words only in each sentence.
- (f) Cannot read the sentences or identify any words.

## Internet Resources

### Internet

The Importance of Using Multiple Methods of Reading Instruction:  
<http://www.pbs.org/wnet/americanmasters/education/general.html>

# Infant One

# R

## Learning Outcomes

### Infant 1

- 25.1 Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.
- 25.2 Individually and in chorus, read aloud words which are used on a regular basis, e.g. numbers, days, and weather words.
- 25.3 Read, or pretend to read to other people, dolls and toys.
- 25.4 Track text in the right order, i.e. left to right, top to bottom, page to page.
- 25.5 In chorus and along with the teacher, read a familiar short story or poem aloud.

### Infant 2 & Standard 1 See following section

## Sample Lesson Objective

25.1 By the end of the lesson, students will have read sentences aloud that contain familiar CVC words.

## Sample Teaching Strategies

Choral Reading: The reading of a text by the whole class or by smaller groups of students is a central part of developing Infant One reading skills. In choral reading, the same text is usually read many times, but not always by the same group of students.

Choral reading helps students decode words, recognise words by sight, learn appropriate pronunciation, and appreciate the rhythm of the language.

Teachers should also consider the strategies and activities listed in the Infant 2 and Standard 1 sections below.

## Sample Student Activities

Giving beginner readers the opportunity to "show off" their ability to read aloud can be an effective motivational tool.

Read and Record: Students read aloud or recite a familiar story or poem and record themselves using a tape recorder.

## Linkages

- CS13(S) Perform Drama  
 CS14(S) Recite Poetry  
 CS20(R) Apply Phonics Knowledge  
 CS21(R) Recognise words by sight  
 CS27(R) Comprehend non-fiction texts

# CS25 Read Aloud

## General Comments

In class reading aloud by the students should occur regularly. Since some students, especially those with reading difficulties, may be reluctant to read aloud in class, it is important to create an environment of safety, trust, and respect for all. When reading aloud becomes a familiar part of the class routine, students will become more comfortable with it, and more willing to participate.

The selection of texts for the students to read aloud requires careful consideration. A student should be able to read at least 90% of the words in a given text. If they cannot, then the text is too difficult for them and an easier one should be found. Asking students to struggle to read difficult texts may lead to frustration and a lack of motivation and is likely to hinder reading for meaning.

Texts at this level should mostly contain phonetically spelt and common "tricky" words. Some words will contain more than one syllable and simple sentence structures should predominate.

Standard One students should be able to read a range of fiction and non-fiction texts. They should be beginning to vary their voice use as they read and they should be beginning to show an awareness of their audience.

## Content Standard 25 Read Aloud

Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

## Assessment

Students should be assessed on the accuracy and fluency of their reading as well as on the comprehension of the texts they read aloud. They can be given a short passage to read and then be asked to retell, in their own words, what they text was about. The following is a simple rubric for reading fluency and accuracy:

- (a) Reads quickly without making mistakes
- (b) Reads quickly but makes mistakes
- (c) Reads hesitantly without mistakes
- (d) Reads hesitantly with mistakes
- (e) Reads one or two words only in each sentence.
- (f) Cannot read the sentences or identify any words

## Internet Resources

Improving Reading Performance: No Child Left Behind  
[www.ed.gov/programs/nclbbrs/2004/reading.pdf](http://www.ed.gov/programs/nclbbrs/2004/reading.pdf)

# Infant Two & Standard One

# R

## Learning Outcomes

### Infant 1

See preceding section.

### Infant 2

- 25.6 Read simple stories independently, pointing to words as they read.
- 25.7 Understand that a line of text and a sentence are not the same thing.
- 25.8 Pronounce the majority of phonetically spelt, one and two syllable words, correctly.
- 25.9 Follow words with eyes without having to point.
- 25.10 Individually read aloud sentences from a familiar story or poem to a group or the whole class.

### Standard 1

- 25.11 When reading aloud, expect sentences to make sense and re-read when they do not.
- 25.12 When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.
- 25.13 Individually read aloud a familiar short story.
- 25.14 Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.
- 25.15 Show awareness of the audience when reading aloud.

## Sample Lesson Objective

25.6 During guided reading time, the students will read a familiar story to the teacher.

## Sample Teaching Strategies

Shared Reading: The teacher uses a big book or large chart. The teacher and the students read the text together, often with the teacher pointing to the word or words that the students should read.

Echo Reading: The teacher reads a line of text or a sentence, pointing to the words. The student then re-reads the same words, also pointing to them.

Guided Reading: The teacher guides an individual or a small group of students as they read a text. The teacher can help the students decode words successfully and explore the meaning of the text.

## Sample Student Activities

Giving beginner readers the opportunity to “show off” their ability to read aloud can be an effective motivational tool.

Reading to the Class: Students should frequently read aloud to the whole class. Each student can be given a number and lots drawn to determine which student will read. Several students may read the same text through the course of the week.

Small Group Reading and Peer Reading: Pairs and small groups of students can share a book and read it aloud to each other. More advanced readers can help those who are struggling. This activity helps all students practice reading aloud.

Tape-assisted Reading: In a learning centre, the teacher can place audio-cassettes/CDs of books. Using headphones, the student follows the text while listening to the cassette. This will help the student appreciate how a good reader varies their use of the voice when reading aloud.

Read and Record: Students read aloud a familiar story or poem and record themselves using a tape recorder.

## Linkages

- CS13(S) Perform Drama
- CS14(S) Recite Poetry
- CS20(R) Apply Phonics Knowledge
- CS21(R) Recognise words by sight
- CS27(R) Comprehend non-fiction texts

## CS26 Select Appropriate Reading Material

### General Comments

Motivation is extremely important for developing reading skills, and a love of reading is fostered when children have choices in what they read: they are more interested and engaged in reading when they can choose their reading materials. For students, reading should be a way to explore new interests and to answer real questions.

Students need guidance in making good choices. Reading material should not be too difficult for the child's reading level. Generally speaking, a reader needs to read words with 90% accuracy. Students also need guidance in choosing books, magazines, or newspapers that are interesting and well written.

At the beginning of the year, it is a good idea to ask each student's parents to contribute one reading book to the classroom library.

### Content Standard 26 Select Appropriate Reading Material

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge

### Assessment

Throughout the course of a term, the teacher should observe which books students are reading and whether they choose to read a variety of books. Students can be asked to keep a record of what they read and the teacher should ask them questions about their choices and about their opinions of the books they are reading.

### Internet Resources

*Real World Approaches to Reading* by Alta Allen,  
( [http://www.learnnc.org /articles/reallit0406-1](http://www.learnnc.org/articles/reallit0406-1))

### Sample Lesson Objective

At the beginning of the lesson, students will select a story book from the classroom library and read it silently for fifteen minutes.

### Learning Outcomes

#### Infant 1

*No learning outcomes relate to Infant 1 for this content standard. However, Infant I students should still be given the chance to choose books for themselves.*

#### Infant 2

26.1 Select and read for pleasure stories with repetitive and predictable patterns.

26.2 With guidance select books appropriate to their interest and reading level from a shelf of books in the classroom.

26.3 Choose to frequently re-read favourite stories and non-fiction books.

#### Standard 1

26.4 Independently select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom.

### Sample Teaching Strategies

Classroom library: Every classroom should have its own library of suitable books. The library should include a variety of fiction and non-fiction books and other texts attractively arranged. Every student should get the chance to visit the library as part of the regular class time.

Guidance: Explicitly teach students how to choose books.

Care of Books: Students should be encouraged to care for and respect the books they are reading.

Duty List: Tidying the classroom library can be an item on the class duty list.

### Sample Student Activities

Uninterrupted Sustained Silent Reading: Time should be made available for uninterrupted sustained silent reading (USSR) or Drop Everything and Read (DEAR) every day. During these periods, each student should have their own book, one that is different than the books other students are reading. The teacher should set clear rules for USSR/DEAR time, for example: (1) everyone should read a book of their choice, (2) no talking or moving, (3) no interrupting. etc.

Sharing Reading: Students should be encouraged to share what they are reading with the teacher, their peers and their parents.

Reading Records: Each student, especially in Standard 1, can have a personal record sheet where they list the titles and authors of the books they choose to read. of book. The record sheet can have a separate section for each type of book, e.g. story book, poetry and non-fiction book.

### Linkages

- CS6(V) Comprehend and interpret visual images
- CS9(S) Express opinions and communicate ideas.
- CS259R) Read aloud.
- CS28(R) Interpret stories
- CS29(R) Relate personally to stories
- CS309R) Read and relate to poetry
- CS31(R) Comprehend non-fiction texts.
- CS34(W) Write stories

# CS27 Comprehend Fiction Texts

## General Comments

The main purpose of reading is comprehension and reading should be viewed as a pleasurable, entertaining activity. Lower division students should be exposed to a variety of interesting stories that they can relate to.

Being able to read means more than being able to decode symbols on a page; it means having a full understanding of the message being communicated in print. Sometimes students display impressive decoding skills, making it appear that they are good readers, while they do not understand the meaning of what they are reading. Students who can decode but not comprehend usually struggle in middle division.

This content standard refers both to stories students read for themselves and ones read to them by the teacher. Teachers should read stories to students every day or almost every day. Simple texts with repetitive and/or rhyming structures should be used in Infant One. By Standard One, a wide range of stories on a variety of topics should be used.

CS27 relates to literal comprehension. Interpretation and critical comprehension are covered by CS28 and 29.

## Content Standard 27 Comprehend Fiction Texts

Find, sequence and retell story information.

## Assessment

Comprehension Check: As students read or listen to a story, ask them simple questions to check their comprehension.

Written Response: Students can write words, sentences and short paragraphs about the books they read. They can also draw pictures.

Note: A good performance when reading aloud is not a reliable indicator of that student's reading comprehension. However, frequent mispronunciation of words read aloud often indicates a low level of comprehension.

## Resources

A good article for the general reader is:  
<http://www.dltk-kids.com/articles/whyreadingmatters.htm>

Teaching Reading: Assessing Reading Proficiency  
<http://www.nclrc.org/essentials/reading/assessread.htm>

**Sample Lesson Objective**

27.3 After listening to the story, "The Pied-Piper of Hamelin," students will put pictures of the main events of the story in the correct order.

**Learning Outcomes**

**Note: These learning outcomes relate to texts that the students read independently as well as texts that are read aloud in class.**

**Infant 1**

- 27.1 Re-enact familiar, simple, stories through role play.
- 27.2 Recall, word for word, phrases that are repeated several times in a simple story.
- 27.3 Recount, re-enact with toys, or sequence using pictures, the main events of familiar nursery rhymes and stories.

**Infant 2**

- 27.4 Retell, in the correct order, the main events of a simple story.
- 27.5 Recall one or two important points after listening to a short text.

**Standard 1**

- 27.6 Describe characters encountered in a story, using original words.

**Sample Teaching Strategies**

Read Alouds: Teachers should read stories every day or almost every day. Preferably, big books and books with attractive pictures should be used.

Repeated Reading: It is beneficial for lower division students to reread the same story many times. As they re-read, their comprehension increases and their understanding of vocabulary and grammar develops.

Pre-Reading Activities: Setting the scene, relating the topic to the students' experiences, eliciting predictions from the title, pictures or format of the book, setting guiding questions and pre-teaching vocabulary are all activities that can be done before a story is read.

During Reading: Stop and ask the students comprehension questions and encourage them to predict what they think will happen next in the story.

After Reading: Students can retell the story in a variety of ways: oral summary, written response, drawing, role-play and so on.

**Sample Student Activities**

Sequencing: After a story has been read several times, give each student a picture of an event in the story and ask the students to stand in a line with the pictures in the correct order.

Visualisation: Ask the students to describe a picture they have in their head after they have read the story.

Drawing: Students can draw a picture of a character in a story and write one or more sentences about the picture they have drawn.

Role-play: Small groups of students role-play a scene from the story.

Drama Freeze Frame: Give a group of students a sentence from the passage. Ask them to pretend to be a still photograph showing the scene.

**Linkages**

- CS2(L) Listen for information
- CS6(V) Comprehend and interpret visual images.
- CS10(S) Narrate real and fictional events
- CS13(S) Perform drama
- CS23(R) Display word power
- CS26(R) Select appropriate reading material
- CS28(R) Interpret stories
- CS29(R) Relate personally to stories.
- CS34(W) Write stories

# CS28 Interpret Stories

## General Comments

Interpretation and inferring require students to combine their own knowledge and experience with the meaning of a story to arrive at a deeper understanding of it. Unlike literal comprehension, covered by CS27, CS28 and CS29 require students make judgments about what they have read.

To help students begin to interpret texts, they need to be taught some simple reading comprehension strategies, such as asking questions about the text and making predictions. They can begin to learn these strategies from the earliest stages of learning to read.

For interpretation to occur, it is often necessary for a story to be read several times and to be analyzed in several different ways. The same story, therefore, can be used for a series of lessons, perhaps spanning a whole week. Activities done before the story is read, either for the first time or on later occasions, are also crucial to the development of interpretative skills.

When a unit theme has been identified, stories should relate to this theme. These stories should also be linked to non-fiction texts on the same topic. Stories can also relate to another subject area such as social studies or science.

## Content Standard 28 Interpret Stories

Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.

## Assessment

Discussion: During discussion and questioning, the teacher should monitor which students give answers that reflect interpretative thinking.

Questioning: Questions that ask "why" usually test inferring and interpretation.

## Internet Resources

Two very useful booklets that can be downloaded are: (1) What is Reading Comprehension and (2) Strategies to Develop Reading Comprehension are available at <http://www.standards.dfes.gov.uk/primary/publications/literacy/1162245/>

**Sample Lesson Objective**

28.2 While listening to the story, "The Tin Man" students will make predictions about what happens next.

**Learning Outcomes****Infant 1**

- 28.1 Discuss the causes of events in simple stories.
- 28.2 Predict the next section of a story with a repetitive, predictable pattern.

**Infant 2**

- 28.3 Discuss the connections between events in stories.
- 28.4 State, with reasons, whether they think a character is good or bad.

**Standard 1**

- 28.5 Discuss multiple causes of an event in a story.
- 28.6 Discuss the main theme of a story.
- 28.7 Based on the plot, discuss why events happen the way they do in a simple story.
- 28.8 Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.

**Sample Teaching Strategies**

Read Alouds: Teachers should read texts to the students every day or almost every day.

Before Reading: Discuss the topic with the students to activate the knowledge and experience they already have.

During Reading: Give the students opportunities to ask and answer questions, especially "why" questions.

After Reading: Ask questions such as "what do you think about . . . ?" and "Who is the most important character?"

"Why" Questions: Questions should consistently require the students to explain why something happened instead of just stating what happened.

Student Questions: Encourage the students to ask their own questions about the story. Initially, the teacher will have to model the type of questions to ask.

Serial Questioning: A series of questions can be asked of the same student. After each answer, the teacher should give feedback, hints and prompts.

**Sample Student Activities**

Picture Sequencing: After a story has been read several times, give each student a picture of an event in the story and ask the students to stand in a line with the pictures in the correct order. Then ask them to explain how the events in one picture led to the events in another.

Hot-seating: The teacher pretends to be a character from the story. The students ask the character questions. Students can also take the hot-seat.

Matching: Students have to select which of three possible sentences best explains what caused the events in a picture.

**Linkages**

- CS5(L) Respond to spoken texts.
- CS6(V) Comprehend and interpret visual images.
- CS9(S) Express opinions and communicate ideas.
- CS10(S) Narrate real and fictional events
- CS13(S) Perform drama.
- CS23(R) Display word power
- CS26(R) Select appropriate reading material.
- CS27:(R) Find, sequence and re-tell story information.
- CS29(R) Relate personally to stories.
- CS34(W) Write stories

## CS29 Relate Personally to Stories

### General Comments

This content standard, like the ones that precede it, relates to reading comprehension. The strategies and activities used for CS27 and 28 also apply to CS29.

In order to make reading a meaningful experience, teachers need to help students link what they are reading to their own ideas and personal experiences. This implies that much class time needs to be spent talking about the stories that the students are reading and listening to.

Stories can also be a good vehicle for tackling prejudice and intolerance, and for dealing with difficult topics, such as moving to a new school, bullying, or death.

### Content Standard 29 Relate Personally to Stories

Connect stories to personal choices, experiences, emotions, ideas and moral values.

### Assessment

It is difficult to test a student's personal responses to a story. Observation of emotional response is, however, possible. When observing a child, ask yourself questions such as: Did the child laugh, look sad, express surprise (etc)? Did the child mention a similar thing that happened to him/her or someone he/she knows? Did the child ask questions or want to talk about what he/she had read? The teacher should develop observation criteria and check-lists to make this more systematic and objective.

### Resources

<http://www.readwritethink.org>, a web-site of the International Reading Association, contains much excellent and practical advice on planning language arts lessons.

**Sample Lesson Objective**

29.1 After listening to "Hansel and Gretel", students will share their feelings about the story in a whole class discussion.

**Learning Outcomes****Infant 1**

29.1 Respond emotionally to stories and experience satisfaction, enjoyment, sadness, etc

29.2 State whether they like or dislike a story

**Infant 2**

*No learning outcomes relate to Infant 2 for this content standard. However, the development of 29.1 and 29.2 should continue.*

**Standard 1**

29.3 Link events and characters in stories to their own experience.

**Sample Teaching Strategies**

Multiple Reading: Deeper level comprehension of a story usually requires it to be listened to or read several times. During the first reading, the focus can be on literal comprehension. However, after the basic plot has been understood, the teacher can guide the students into a more wide ranging discussion through the use of carefully targeted questions. To do this well, it is usually necessary for the teacher to prepare these questions before the class begins.

See also sample teaching strategies for CS28.

**Sample Student Activities**

Discussion: Whole class and small group discussion is very important in developing deeper understanding of stories. For example, at any stage in the reading process, the teacher can encourage students to share ideas about the general topic of the book.

Drawing: Students can express what they think/feel about a story in a drawing.

**Linkages**

CS5(L) Respond to spoken texts.  
 CS7(V) Respond to visual images.  
 CS9(S) Express opinions and communicate ideas.  
 CS10(S) Narrate real and fictional events  
 CS13(S) Perform drama.  
 CS23(R) Display word power  
 CS26(R) Select appropriate reading material.  
 CS27:(R) Find, sequence and re-tell story information.  
 CS29(R) Relate personally to stories.  
 CS34(W) Write stories

# CS30 Read and Relate to Poetry

## General Comments

The regular reading and reciting of poetry is an important part of students' oral language development, including the phonological awareness skills that are vital for the learning of phonics.

Most students enter school with some knowledge of poetry gained from saying rhymes and singling songs at home. Teachers should encourage students to share this knowledge and then build on it by introducing students to a wider range of poems.

When planning poetry lessons, teachers should combine learning outcomes from CS14, Recite Poetry, CS30, Read and Relate to Poetry, and CS35, Write Poetry.

Lower division students like to read and recite familiar poems and rhymes frequently. These repeated recitations help with their understanding of the nature and structure of language.

Teachers can read aloud, for entertainment, poems that the students would be unable to read for themselves.

## Content Standard 30 Read and Relate to Poetry

Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

## Assessment

**Observation:** During choral reading, observe whether all the students are actively participating by saying the words and making actions.

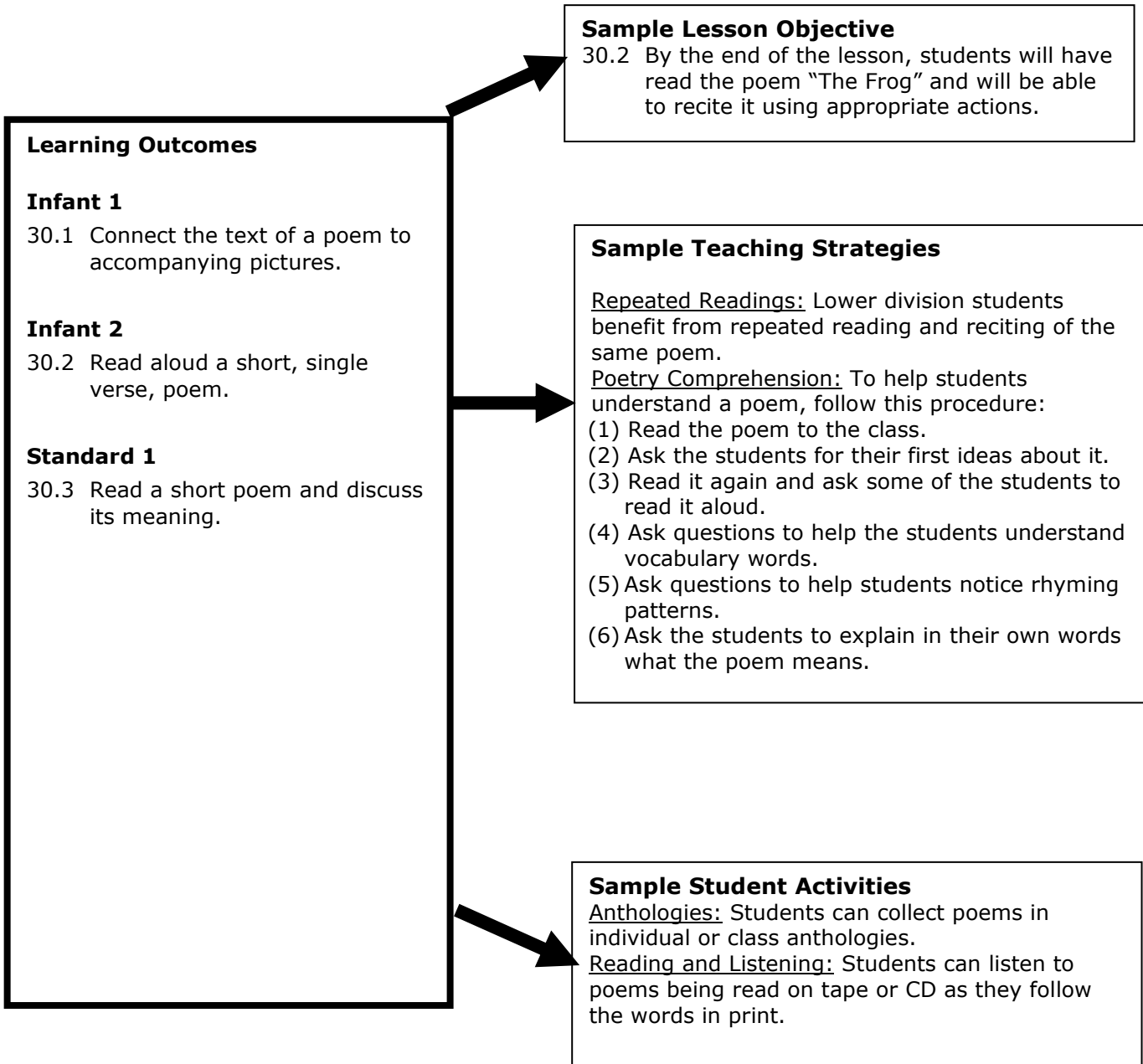
**Questioning:** Ask literal and inferential questions to check student understanding of simple poems.

**Rhyming Games:** Games in which students to supply a "word that rhymes with . . ." can be used for assessment.

## Internet Resources

There are a large number of poetry sites on the internet.

For example: [www.poetryzone.ndirect.co.uk](http://www.poetryzone.ndirect.co.uk),

**Linkages**

- CS1(L) Identify and distinguish between sounds.
- CS5(L) Respond to spoken texts
- CS14(S) Recite poetry
- CS25(R) Read aloud
- CS35(W) Write poetry

# CS31 Comprehend Non-Fiction Texts

## General Comments

If students are to succeed in a wide range of school subjects, their ability to read, comprehend and extract information from non-fiction texts needs to be developed. Furthermore, providing texts on non-fiction topics of interest to the students can motivate them to read. Lower division students are fascinated by the real world and they should be encouraged to look in books for the answers to the questions they have about it.

Non-fiction texts can be used to teach a wide range of language arts skills including oral language skills, vocabulary, phonics, sight word reading, comprehension strategies and writing skills.

It is essential that students are exposed to a range of non-fiction texts during the lower division years. Comprehension is likely to be greater if the students' background knowledge of the topic is activated. One way of achieving this is to use a thematic approach so that the students study several texts on the same topic. These texts can also be related to the theme of lessons in another subject area such as social studies or science.

## Content Standard 31 Comprehend Non-Fiction Texts

Extract, sequence, synthesise and use information contained in non-fiction texts.

## Assessment

Games: Games are useful for assessing whether students can follow written instructions. Give a student the instructions on a card and ask him/her to perform them in front of the class. Grasp of vocabulary can also be assessed in this manner.

Reading Level: Effective assessment will only occur if the reading level of the texts are appropriate for the students. Mostly, reading material for lower division students contains short, simple sentences made up of regularly spelt or frequently occurring words.

## Internet Resources

Much useful advice about the teaching of reading at lower levels is contained in a booklet downloadable from [http://www.ite.org.uk/ite\\_topics/reading\\_ks2\\_3](http://www.ite.org.uk/ite_topics/reading_ks2_3)

**Sample Lesson Objective**

32.1 Students will choose a non-fiction book from the classroom library and read it with a partner.

**Learning Outcomes****Infant 1**

31.1 Read and follow a simple, single step instruction.

31.2 Read simple, highly pictorial, non-fiction texts on familiar themes of interest.

**Infant 2**

*No learning outcomes relate to Infant 2 for this content standard. However, the development of 31.2 should continue.*

**Standard 1**

31.3 Read and follow a set of instructions telling them to perform three consecutive actions.

*The development of 31.2 should continue in Standard 1.*

**Sample Teaching Strategies**

Lower division students should be using short reading texts every week. While many of these texts will be stories and poems, some should be short non-fiction passages. These passages can be on a topic of interest to the children or on a topic that relates to the curriculum theme in language arts or in another subject.

A variety of pre- during and post- reading strategies should be used including examining the cover, title and pictures of the book, pre-teaching vocabulary and activating background knowledge.

The classroom library should include a range of non-fiction books.

**Sample Student Activities**

Drawing: After a non-fiction text has been read, students can draw about it.

Writing: After a non-fiction text has been read, students can write a sentence about it. In Infant 1 and 2, invented spelling should be expected. By Standard 1, students should be spelling many words conventionally..

Teaching Opportunities: The teacher can look for real opportunities for students to follow instructions, for example, taking messages to another teacher.

Following procedures: Making items by following instructions can be part of an expressive arts lesson. Performing actions by following instructions can be incorporated into P.E.

**Linkages**

CS2(L) Listen for information  
 CS10(S) Narrate real and fictional events  
 CS23(R) Display word power  
 CS27(R) Comprehend fiction texts  
 CS32(R) Research from non-fiction texts.  
 CS33(R) Analyse the language, structure and nature of texts  
 CS37(W) Write non-fiction

# CS32 Research from Non-Fiction Texts

## General Comments

Lower division students should be introduced to *content area readers* and *textbooks*, that is, books that present factual information in such subject areas as science, social studies, health, and math. They should begin to understand that non-fiction texts are written and structured differently than stories.

The selection of appropriate materials is crucial in developing the students' abilities to work with non-fiction texts. If students feel threatened by the complexity of a text or by a lack of familiarity with the text's topic, then they are unlikely to feel motivated to read.

Students should be able to read accurately at least 90% of the words of any text that they are required to extract information from.

The teaching of this content standard can be effectively achieved by linking the texts being studied to a theme.

## Content Standard 32 Research from Non-Fiction Texts

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

## Assessment

Students can demonstrate their knowledge of the information contained in a text in a variety of ways: making lists, making diagrams or drawing, responding to oral questions, or talking about the topic.

## Internet Resources

A 12 page booklet, *Using Non-fiction in the primary grades*, by Alan Granowsky, can be downloaded from [http://sadlierconnection.com/resources/items/files/9K15F\\_CAR\\_WhitePaper\\_vol8\\_R.pdf](http://sadlierconnection.com/resources/items/files/9K15F_CAR_WhitePaper_vol8_R.pdf)

### Sample Lesson Objective

32.1 After the text, "Hurricanes" has been read aloud in class, the students will be able to list two pieces of information, orally.

### Learning Outcomes

#### Infant 1

*No learning outcomes relate to Infant 1 for this content standard.*

#### Infant 2

32.1 List one or two pieces of information from a short non-fiction text.

#### Standard 1

32.2 List the key points from a short non-fiction text.

### Sample Teaching Strategies

Background Knowledge: Before they read non-fiction texts, it is important to activate students' background knowledge, for example by having a general discussion on the topic in which students are asked to share their knowledge and experience. Other pre-reading activities, such a pre-teaching vocabulary, and making predictions from the title, cover and pictures of a book, can also be used.

K-W-L: Create a chart with three columns, "What I Know" (K), "What I Want to Know" (W) and "What I have Learned" (W).

### Sample Student Activities

Lower Division students can read texts aloud, read them silently, or listen to them being read by the teacher. Over a period of time, they should experience all three of these techniques.

Practical Activities: The students' reading of a non-fiction texts should be accompanied by a range of other activities on the same topic. For example, simple scientific experiments, observations, nature walks, watching videos, making models, making posters, and drawing pictures.

Writing: Research from non-fiction texts should generate writing activities, for example making lists, labeling pictures or filling in check-lists.

### Linkages

CS2(L)	Listen for information
CS10(S)	Narrate real and fictional events
CS27(R)	Comprehend fiction texts
CS31(R)	Comprehend non-fiction texts
CS33(R)	Analyse the language, structure and nature of texts
CS37(W)	Write non-fiction

# CS33 Analyse the Language, Nature and Structure of Texts

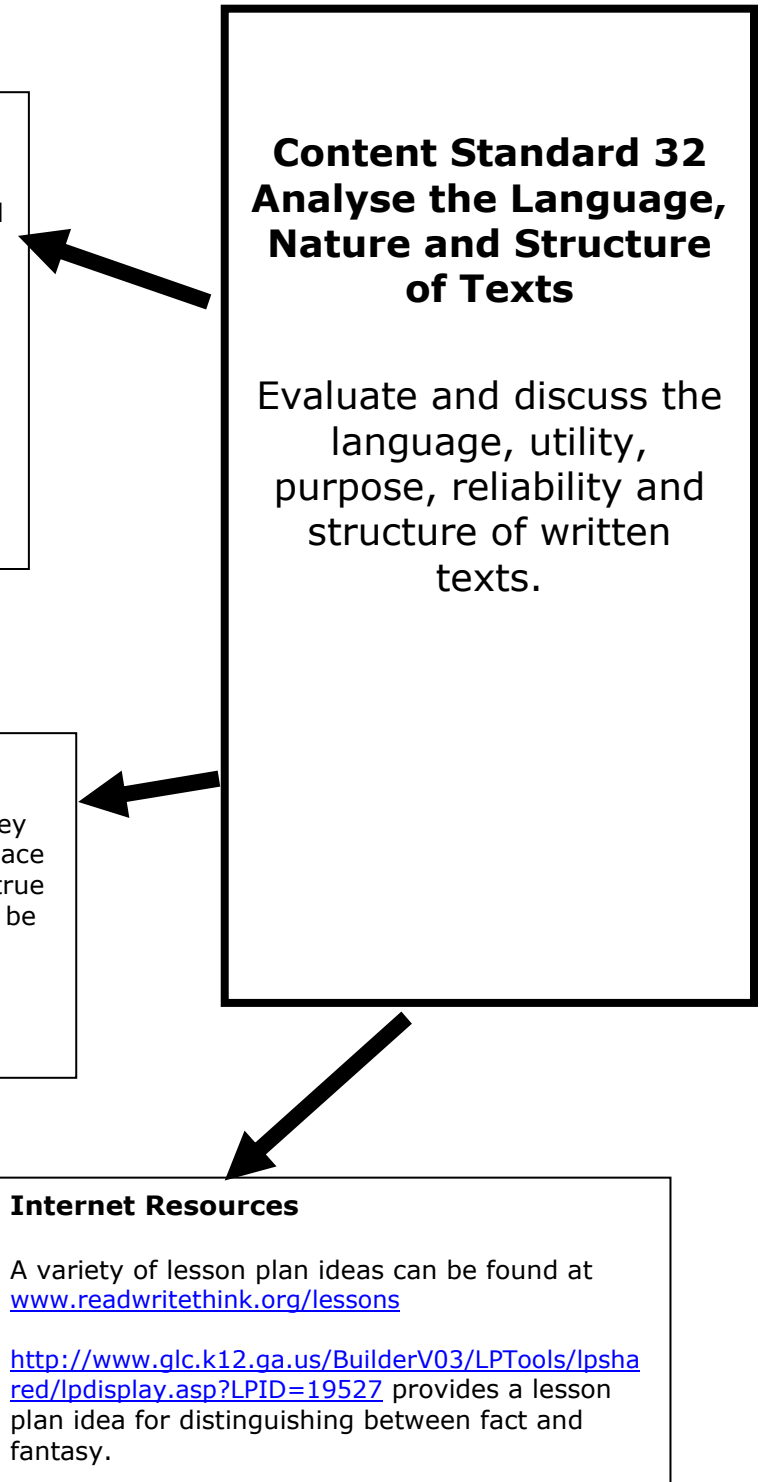
## General Comments

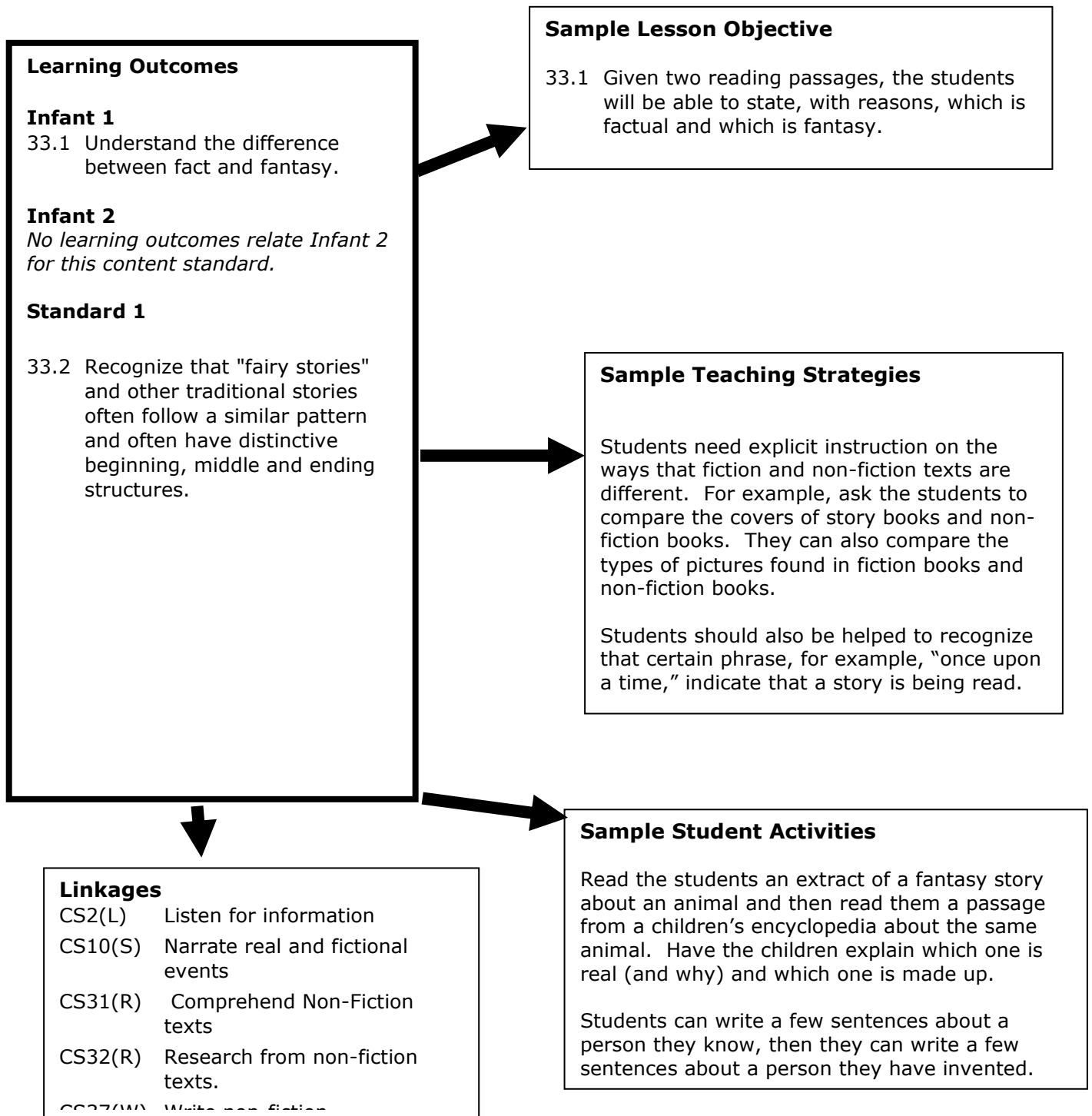
Before the age of five, many children do not easily and clearly distinguish between fact and fantasy and they may often make up stories without fully understanding what they are doing.

As students progress to Standard 1, they should begin to have a clear understanding of the difference between fact and fantasy, both in their own lives and in the books they are reading.

## Assessment

Give students several sentences on a topic they know well, for example, an animal, familiar place or thing. Ask them to say which sentence is true and which is made up. The sentences should be straight forward and not designed to trick the students.







# Writing

- CS34 Write Stories**
- CS35 Write Poetry**
- CS36 Write Letters**
- CS37 Write Non-Fiction**
- CS38 Plan and Edit Writing**
- CS39 Present Written Work Appropriately**
- CS40 Write Clearly and Legibly**
- CS41 Spell Words Appropriately**
- CS42 Use Capital Letters Appropriately**
- CS43 Use Punctuation Appropriately**
- CS44 Apply Correct Grammatical Forms in Writing**
- CS45 Incorporate Stylistic Devices in Original Writing**

## 34 Write Stories

### General Comments

Story writing helps develop a wide variety of literacy and thinking skills. Students should frequently compose stories and put elements of them in writing. This process involves students in making lots of decisions: about stories and characters, spelling, grammar, vocabulary and the logical sequencing of ideas.

Reading stories is closely linked to learning to write them. As students read, enjoy and interpret narrative texts in the first years of primary school, they can also be learning to write stories for themselves.

Even before students can write words, they can express story ideas through scribbles and drawings. As they progress through lower division, many students will use invented spelling. Teachers should encourage creativity at this stage, and not be overly fussy about correct spelling, punctuation, grammar and handwriting. (See CS41). By the time students reach Standard 1 they should spell most words conventionally.

Students who struggle to write because they are overwhelmed by the creative process will benefit from high levels of teacher support and the careful structuring of writing activities.

### Content Standard 34 Write Stories

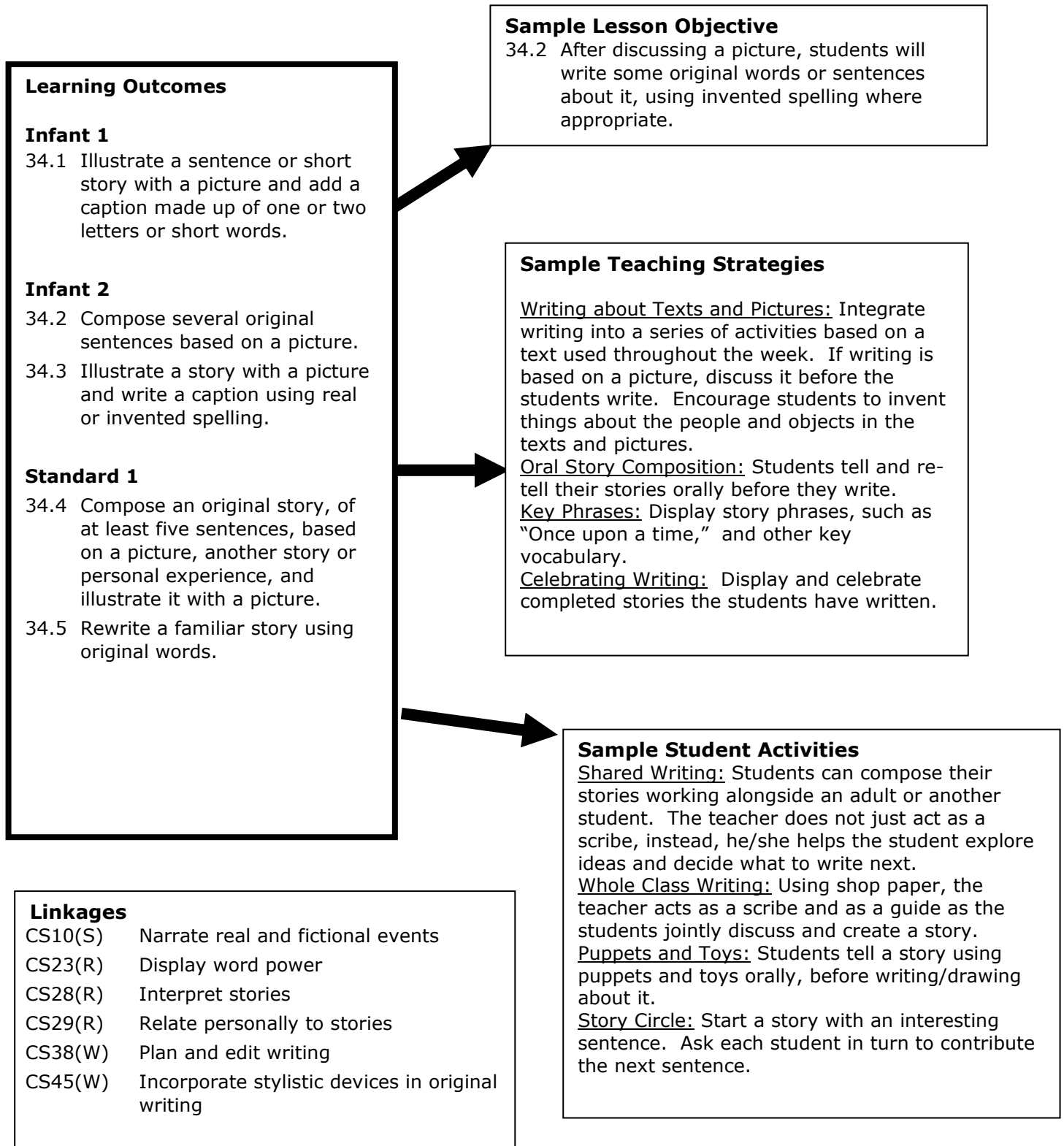
Compose stories using a variety of genres, techniques, structures and settings.

### Assessment

It is important to balance assessment of originality and creativity with assessment of writing mechanics. Comments and corrections made on written work should help students understand, not demotivate them.

### Internet Resources

A U.K. site, [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk), known as "The Standards Site" has many detailed resources for teaching literacy. Visit the site and type "developing writing" in the search box.



## 35 Write Poetry

### Content Standard 35 Write Poetry

Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.

#### General Comments

Learning outcomes for this content standard, CS1 Identify and Distinguish between Sounds, CS14 Recite Poetry and CS30 Read and Relate to Poetry, should be taught at the same time.

Since young students frequently encounter poetry, in the form of nursery rhymes and songs, they are likely to be interested in trying to create their own poems.

If lower division students are to write poetry, they must have models to work from. Thus, before asking students to write poetry, expose them to rhymes similar to the ones you wish them to create.

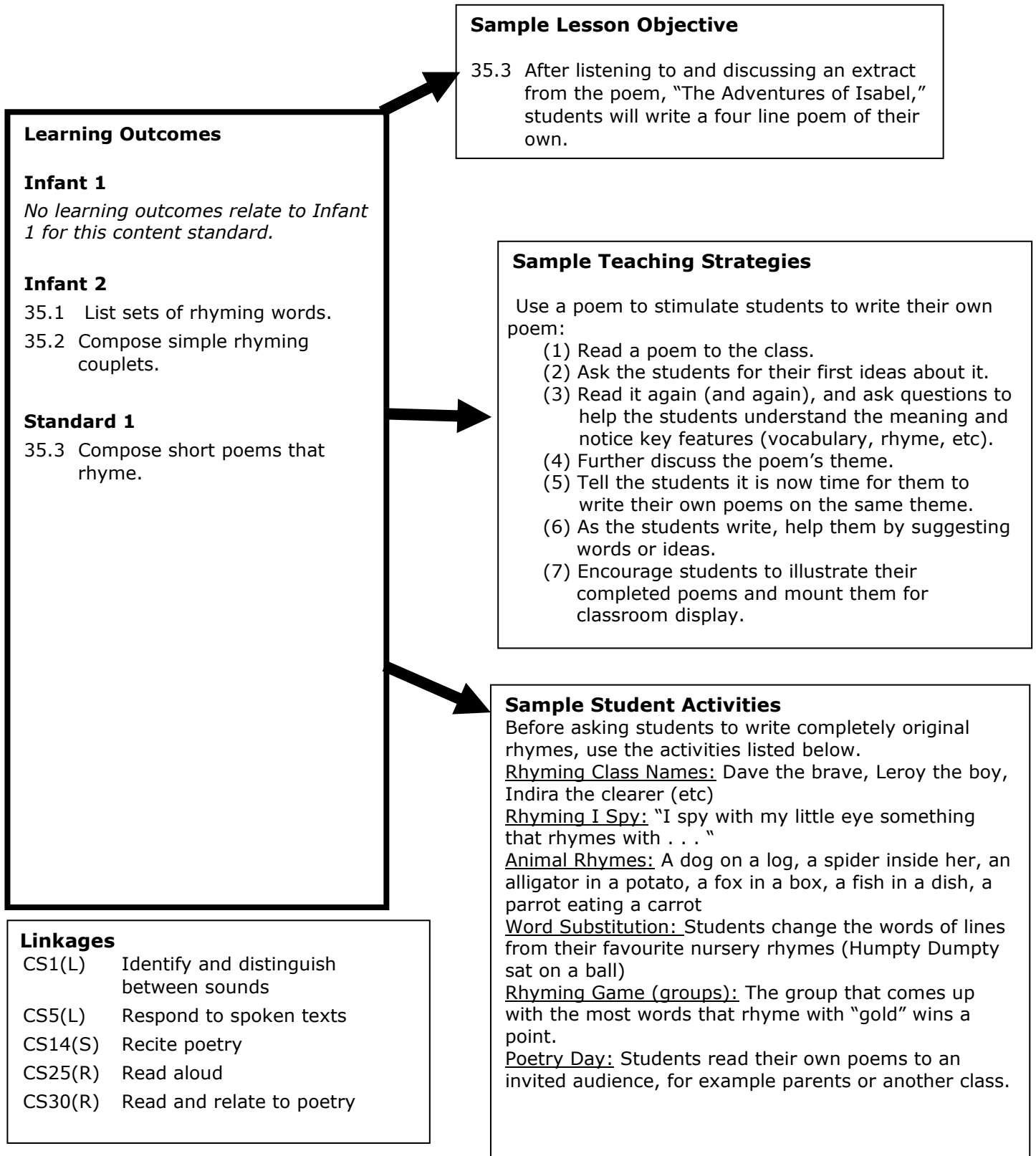
#### Assessment

Assessment of spoken and written rhymes and poem that the students have created can evaluate both the use of poetic forms, for example, correct rhymes, and the originality of the ideas.

#### Internet Resources

writenet, [www.twc.org](http://www.twc.org) hosts a discussion forum where teachers of writing post articles and lesson ideas.

For more lesson ideas, try:  
<http://www.poetryclass.net/kslink1.htm>  
For poems try [www.poemhunter.com](http://www.poemhunter.com)



# 36 Write Letters

### General Comments

As with the other content standards related to writing, invented spelling should be accepted and encouraged as part of the students' literacy development.

In the lower division, the content of letters is more important than the structure. However, students should learn to start a letter with a greeting and end it with their own name.

### Assessment

Assessment should focus on the effectiveness of the communication, that is, whether the intended message is successfully conveyed. Aspects of form can be considered secondary.

### Internet Resources

[www.letterwritingguide.com](http://www.letterwritingguide.com)

## Content Standard 36 Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.



### Learning Outcomes

#### Infant 1

*No learning outcomes relate to Infant 1 for this content standard. However, Infant 1 students should still get the opportunity to make and send Christmas cards.*

#### Infant 2

36.1 Create a birthday or Christmas card with an original message.

#### Standard 1

36.2 Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.

36.3 Write a short letter to a friend to invite them to an event, to accept an invitation or to express thanks.

#### Sample Lesson Objective

Students will create a Christmas card with a suitable picture and a short written message.

#### Sample Teaching Strategies

Model Letter Writing: As a whole class activity, using shop paper, model how to write a letter.

Letter to the Class: Write a letter to the class, for example about a trip, read it to them, and display it on the notice board.

Memos: Ask students to carry short notes and memos to teachers in other classrooms.

#### Sample Student Activities

Play: Integrate pretending to write letters into role plays and literacy centres to help students understand their purpose. Thus, students could pretend to write an invitation to a party during a role play.

Making Cards: Most young students like to make greetings cards to give to their friends and family. Time should be spent decorating the cards and thinking about what to write or draw for the message.

Mail Box: Before Christmas, set up a class mailbox so students can post cards to their friends.

#### Linkages

- CS6(L) Respond to visual images
- CS38(W) Plan and edit written work
- CS39(W) Present written work appropriately
- CS40(W) Write clearly and legibly
- CS41(W) Spell words appropriately

## 37 Write Non-Fiction

### General Comments

Traditionally, Language Arts at the lower division has focused on reading and writing fictional narratives. However, in the other subjects, students need to read and write non-fiction. Non-fiction texts are different from narratives in structure, word choice, lay-out, purpose and style. For this reason, the early introduction of students to the reading and writing of non-fiction is crucial if they are to succeed in all their subjects in the higher grades.

The focus of non-fiction writing should be on originality, rather than copying and penmanship..

### Content Standard 37 Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

### Assessment

Students should progress from one or two word texts, using invented spelling, in Infant I, to sentence and paragraph length texts, with increasing use of conventional spelling, in Standard 1

### Internet Resources

[www.readwritething.org](http://www.readwritething.org) has a link to lesson ideas for teachers.



### Sample Lesson Objective

37.9 During journal time, students will write several original sentences in neat, legible handwriting.

### Learning Outcomes

#### Infant 1

- 37.1 Label simple diagrams, for example of parts of the body.
- 37.2 Write simple, one or two word informational texts such as signs and directions.

#### Infant 2

- 37.3 Write short lists for a specified purpose, for example, a shopping list.
- 37.4 Write a few words or a sentence describing a recent experience.
- 37.5 Compose several original sentences describing a familiar person.
- 37.6 Write several sentences on one idea, picture or topic, using invented spelling where necessary.

#### Standard 1

- 37.7 Write a short non-fiction text, presenting ideas in a logical, sequential order.
- 37.8 Keep a daily record (journal) of events.
- 37.9 Write a paragraph describing a recent experience.
- 37.10 Write a paragraph describing interests.

### Sample Teaching Strategies

Themes: To motivate students, ensure that they have an interest in the topic they are writing about and a purpose for writing. This can often be achieved by making a writing activity the culmination of a week's work on a text, or series of texts, on a theme. Thus, if the theme is families, the students will discuss and read about families, and learn vocabulary words before they start to write. Asking students to write on an unfamiliar topic without such preparation is unlikely to be effective. (See CS38)

Pre-writing: Use Pre-writing activities such as activating background knowledge and discussion of the topic, vocabulary teaching, and practical activities.

Build on students' experiences of non-fiction writing to guide them

During Writing: Correct students' errors as they write.

Provide a structure for writing, for example, by providing a diagram for students to write words on.

Post writing: Display completed written work in the classroom.

### Sample Student Activities

Journals: Daily recording of events and thoughts in journals can begin in Infant 1 with the drawing of pictures and the writing of words and letters. By Standard 1, students should be writing several sentences for each entry.

Play: can be a powerful tool for introducing students to non-fiction writing. Literacy centres based around a theme, for example shop, post office, health clinic, or police station, can give students opportunities to pretend (or actually) to complete lists, forms, bills, records, or reports.

Making Booklets: Use typing sheets tied between pieces of card from old boxes to make individual student booklets. From time to time, ask students to draw and write about their recent activities in their booklets, (see learning outcome 39.4).

Signs and Decorations: Creating classroom signs and decorations give a writing activity a real purpose.

### Linkages

- CS6(V) Comprehend and interpret visual images
- CS9(S) Express opinions and communicate ideas.
- CS10(S) Narrate real and fictional events
- CS31(R) Comprehend non-fiction texts
- CS32(R) Research from non-fiction texts
- CS38(W) Plan and edit written work
- CS39(W) Present written work appropriately
- CS41(W) Spell words appropriately

## 38 Plan and Edit Writing

### General Comments

As with the other content standards related to writing, invented spelling should be accepted and encouraged as part of the students' literacy development.

As they progress through primary schools, students should learn to use the writing process: that is to *plan, draft, edit, revise, present* and *evaluate* their own writing. The development of all these skills should begin in lower division. All students can be encouraged to revisit a piece of written work to improve it and to prepare it for display. Lower division students can begin to plan their work by discussing their ideas for writing with their teacher and their peers.

It is important to remember that revising a piece of writing is just as much about improving the ideas as correcting the spelling, punctuation and grammar.

### Content Standard 38 Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

### Assessment

Writing Portfolios: Teachers should build up a collection of a student's writing of a variety of genres: stories, letters, non-fiction texts and poems. This will allow the teacher to monitor the development of the student's writing over time.

### Internet Resources

Many web-sites give advice about the writing process. For example:  
[www.angelfire.com/wi/writingprocess](http://www.angelfire.com/wi/writingprocess)



**Learning Outcomes**

**Infant 1**  
*No learning outcomes relate to Infant 1 for this content standard.*

Infant 2

38.1 Discuss what they intend to write, with a teacher and/or peer, before writing it.

**Standard 1**

38.2 Generate ideas relevant to a topic by brainstorming.

**Sample Lesson Objective**

38. In small groups, students discuss a picture and together write a sentence about it.

**Sample Teaching Strategies**

Brainstorming: All students need to be given the opportunity to contribute to class brainstorms.

Help at the point of writing: Helping students to correct their work as they write it is much more effective correcting it afterwards.

Peer editing: Standard 1 students should be able to edit each other’s work in pairs or small groups. However, this type of activity requires considerable teacher support.

**Sample Student Activities**

Shared Writing: Students compose their writing working alongside an adult or another student. The teacher does not just act as a scribe, instead, he/she helps the student explore ideas and decide what to write next.

Collective composition: With the teacher acting as a scribe, the class create a collective story on a given theme. Time should be given for the students to explore ideas and discuss which, of several alternatives they prefer.

Web Planning: Students can create a web of ideas, in groups or as a whole class.

Story Maps: Students can create story outlines in groups or as a whole class.

**Linkages**

This content standard links to all content standards from CS34 to CS45.

## 39 Present Written Work Appropriately

### General Comments

The lay-out and appearance of a written text constitute its form. Each genre of writing has its own form which is part of the message. For example, warning signs tend to be large, bold and capitalized, children's books tend to have pictures, newspapers have headlines, letters have greetings, and so on.

Academic work, even at the lower division level, also has its own form. The reader expects titles to be underlined, margins to be present but not obtrusive, etc. If the correct form is not used, the reader's attention is drawn away from the message and communication is less effective.

As students progress through lower division, they should become increasingly aware of, and able to reproduce, the appropriate form for a variety of written texts.

### Content Standard 39 Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

### Assessment

Create a check-list of items of form that you want the students to apply, for example (a) heading (b) date (c) underlining heading and date (d) margins. This checklist can be displayed in the class, in visual form, and referred to as you review students' work.

### Resources

Writer's guides, such as Diana Hacker's *A Writer's Reference (Bedford)* are invaluable sources of advice about document form.  
See: [www.dianahacker.com](http://www.dianahacker.com)



**Sample Lesson Objective**

After completing the first draft of a story, students will re-write it in "best form", paying attention to handwriting and the lay-out of their work.

**Learning Outcomes**

**Infant 1**

39.1 Head work with items copied from a worksheet or the board.

**Infant 2**

39.2 Develop a sense of pride in presenting neat and attractive written work.

39.3 Underline heading and rule off work.

39.4 Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author's name.

**Standard 1**

39.5 Use margins appropriately.

39.6 Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.

39.7 Indent paragraphs.

**Sample Teaching Strategies**

Explicitly teach the rules for setting out written work that you expect students to follow. Support this with display charts and large print model texts.

As the students write for other purposes, monitor their presentation and have them correct or rewrite work if it does not meet acceptable standards.

However, some students find neat presentation very difficult. The desire of these students to write should not be crushed by a demotivating focus on form.

**Sample Student Activities**

Work on presentation should be integrated with other writing activities.

**Linkages**

This content standard links to all content standards from CS34 to CS45.

## 40 Write Clearly and Legibly

### General Comments

The ability to write clearly and legibly should develop over time as students write stories, letters, poems and non-fiction texts. Thus, the skills outlined in the learning outcomes are meant as guidelines for teachers as they monitor students' progress in penmanship. In other words, it is not intended for teachers to conduct explicit lessons on each of the specified skills

Tracing letters using dots and practicing writing letters freehand are valid activities, especially when they occur as part of a planned phonics programme, (CS1). However, the amount of classroom time used for such activities should be limited to a few minutes a day. Excessive emphasis on perfect letter formation at the lower division level is likely to detract from more important literacy development activities. It is also likely to demotivate students and may actually harm the development of fine-motor muscle control.

In order to facilitate the learning of cursive writing in Infant 2 and Standard 1, Infant 1 students should learn letter forms that have "tails".

### Content Standard 40 Write Clearly and Legibly

Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.

### Assessment

Teachers should monitor students' gradual development of handwriting skills over time. By the end of Infant 1, students should be able to form all the 26 letters of the alphabet.

Also see CS20 Apply Phonics Knowledge

### Internet Resources

There are many general sites that offer advice to parents on aspects such as penmanship. For example: <http://www.handwritinghelpforkids.com>

# Infant 1

## Sample Lesson Objective

40.5 After learning the letter d (phonics), students will trace it four times in their Fast Phonics workbooks.

# W

## Learning Outcomes

### Infant 1

- 40.1 Demonstrate correct technique for holding a pencil.
- 40.2 Develop motor skills through colouring, tracing and scribbling.
- 40.3 Write slants, curves and letter-like shapes free-hand.
- 40.4 Write letters on a page from left to right and top to bottom.
- 40.5 Form the 26 upper and lower-case letters of the alphabet and numbers by tracing dots on a page.
- 40.6 Distinguish in writing between easily confused letters, for example b,d,p,q.
- 40.7 Write on a line provided in a notebook.
- 40.8 Write with correct letter size and space using guidelines.
- 40.9 Form letters with the "tails" necessary for cursive writing.
- 40.10 Colour an outline shape while keeping between the lines.

### Infant 2 & Standard 1 See next section

## Sample Teaching Strategies

Pencil Hold: Infant 1 students should use a correct pencil hold. If they do not, early intervention is necessary. They should also develop a clear preference for either their right or left hand. Do not force natural left-handers to write with their right hand.

Posture: Correct seating position and posture are important. Students should be able to sit with their feet flat on the floor as they write.

Progressive Development: Usually, as students begin school, their attempts at writing letters are over-sized and poorly formed. This is developmentally normal. Over the course of Infant 1, writing should become progressively more controlled.

Penmanship Practice: Practice that involves copying and tracing letters should be limited to a few minutes at a time.

## Sample Student Activities

Activities such as painting, pasting paper, using play dough and constructing simple puzzles can all help develop the fine motor skills necessary for writing.

Colouring In: If students begin school with little or no experience of writing, begin by helping them colour within lines, paste objects and draw shapes that look like circles and crosses. They can also spend time scribbling.

Connect the Dots: Connecting dots to make a picture helps students learn to control a pencil.

Letter Tracing: Tracing dots, tracing letters in sand or on the desk and similar activities should form part of the phonics programme.

Guide Lines: Once students can trace letters and they begin to form them free-hand, guiding lines will help them size letters appropriately.

My Alphabet Book: An alphabet book has one page for each letter. On each page, the teacher should write the lower case and capital letter for the student to copy. The students should also decorate the page and draw or paste pictures of items beginning with the letter.

## Linkages

CS20(R) Apply phonics knowledge

This content standard also links to all content standards from CS34 to CS45.

## 40 Write Clearly and Legibly

### General Comments

The ability to write clearly and legibly should continue to develop throughout Infant 2 and Standard 1. Short, regular periods of handwriting practice can be helpful, but students also need many opportunities to complete meaningful writing tasks such as writing stories, letters, poems and non-fiction texts. Thus, the skills outlined in the learning outcomes are meant as guidelines for teachers as they monitor students' progress in penmanship.

Students should begin to use cursive forms, especially of lower case letters in Infant 2, so that by the end of Standard 1, their handwriting is recognizably "joined". This process will be easier if, in Infant 1, students have been taught to add "tails" to their print letters.

*The learning outcomes refer to cursive writing for lower case letters. The use of cursive capital letters is becoming increasingly rare and does not need to be emphasized.*

### Content Standard 40 Write Clearly and Legibly

Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.

### Assessment

By the end of Standard 1, students should, without tracing, form similar letters of the same height, have appropriate sized ascending and descending strokes, leave appropriate spaces between words and between lines. Letters should also have a uniform slant.

### Internet Resources

[http://teachers.dadeschools.net/mmarcus/cursive\\_hints.htm](http://teachers.dadeschools.net/mmarcus/cursive_hints.htm)

<http://www.designastudy.com/teaching/tips-1198.html>

# Infant 2 and Standard 1

# W

## Learning Outcomes

### Infant 1

See previous section

### Infant 2

- 40.11 Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.
- 40.12 Legibly copy print sentences from the board.
- 40.13 Join some letters to others, cursively, for example, c, a, o, l

### Standard 1

- 40.14 Join most letters to form cursive writing.
- 40.15 Develop a neat, legible handwriting.

## Sample Lesson Objective

- 40.14 Students will rewrite their stories in "best" form using cursive writing.

## Sample Teaching Strategies

Constant Monitoring: When students are writing composition, monitor their handwriting but be careful not to make achieving handwriting perfection the main purpose of the activity. It is better to allow students to concentrate on composition first and have them write a "best copy" later.

## Sample Student Activities

Handwriting practice: In lessons, a few minutes can be spent copying letters, words and sentences off a board, chart or worksheet. However, these activities should not be so extended as to be tedious.

## Linkages

CS20(R) Apply phonics knowledge

This content standard also links to all content standards from CS34 to CS45.

# 41 Spell Words Appropriately

## General Comments

Learning to spell cannot be done effectively through the memorization of words; there are too many words for any person to be able to memorize them all. Instead, learning to spell occurs gradually, over time, as a student makes connections between the sound system and the writing system of the language.

Students can use invented spelling to meet the learning outcomes for all content standards from CS34 to CS45.

*"It is important for parents and teachers to understand that invented spelling is not in conflict with correct spelling . . . it plays an important role in helping children learn how to write. When children use invented spelling, they are exercising their growing knowledge of phonemes, the letters of the alphabet, and their confidence in the alphabetic principle. A child's 'iz' for the conventional 'is' can be celebrated as quite a breakthrough! It is the kind of error that shows you that the child is thinking independently and quite analytically about the sounds of words and the logic of spelling." (Burns, Griffin and Snow (1999) p. 102)"*

## Content Standard 41 Spell Words Appropriately

Spell words in accordance with accepted conventions.

## Assessment

Over time, students' spelling patterns should become more conventional. Beginning spellers may use only consonants to represent sounds but by Infant 2 vowels should also be represented.

It is not necessary to use traditional tests of memorized spelling to assess this content standard.

## Resources

For an explanation of invented spelling, see: <http://www.readingrockets.org/articles/267> (readingrockets.org is linked to U.S. public service T.V. and radio.)

For more detailed analysis, see the work of Linnea C. Ehri.

**Sample Lesson Objective**

After discussing a picture, students will write some original words or sentences about it, using invented spelling where appropriate.

**Learning Outcomes****Infant 1**

- 41.1 Include letter like forms or single letters when communicating through drawing.
- 41.2 Spell words using one or two feature letters, for example, first and last letters only.

**Infant 2**

- 41.3 Spell words phonetically, so that all the sounds are represented by a least one letter.
- 41.4 Write captions for their own drawings, using invented spelling where necessary.

**Standard 1**

- 41.5 Appropriately form plurals by adding -es and by changing y/ey to ies in original writing
- 41.6 Spell common, irregularly spelt words, for example days of the week, numbers and question words correctly.

*Throughout Standard 1, teachers should continue to monitor their students' progress towards the greater use of conventional spelling.*

**Sample Teaching Strategies**

During lower division, students should be allowed to try to work out the spellings based on their knowledge of the way words can be divided up into sounds (CS1) that are represented by letters (CS20). These early attempts at spelling should be phonetically logical, but few will be conventionally accurate.

Ask the student to read their writing to you and orally coach them on improving their spelling, especially when all the sounds in a word are not logically represented.

Avoid crossing out or circling invented spelling words. Instead, many teachers like to write the conventional spelling of a word above or below the student's invented spelling.

**Sample Student Activities**

Activities from all the other content standards for writing can be used.

Picture response: Students write under a picture; if they don't know the spelling they can try to spell words as they sound.

Missing Letter: Students fill in the missing letter of a word. This activity can be linked to students' identification of beginning, medial and ending letters and sounds.

Matching: Students match words to pictures. This can be especially useful with "tricky" words.

Fishing for Words: Students select the correct word from a word wall.

My words: Students make collections of their favourite words. These can be kept in a box or they can make their own dictionaries.

**Linkages**

- CS1(L) Identify and distinguish between sounds.
- CS20(R) Apply phonics knowledge
- CS22(R) Recognize words by sight

All content standards from CS34 to CS45 and any other areas that involve writing.

## 42 Use Capital Letters Appropriately

### General Comments

The formation of both upper and lower case letters is covered by CS40. CS41 refers to their use as grammatical markers.

As the begin to write, many students prefer to use capital letters to represent sounds. As their writing develops, they will usually begin to mix lower case and capital letters, indiscriminately putting capitals in the middle of words where they do not belong. This is developmentally expected, and occurs because they the students are concentrating more on sounds than form.

Starting with the writing of their own name, students should gradually begin to realize that capital letters play a grammatical rather than phonological role in writing. This mixing of capital and lower case letters should then gradually disappear as students learn more about the conventions of print.

Some explicit teaching of capital letter rules is useful. However, this should not be done in isolation from the reading and writing of texts.

### Content Standard 42 Use Capital Letters Appropriately

Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

### Assessment

Students' use of capital letters is best assessed while they write for other purposes.

### Internet Resources

For a comprehensive article on capital letter usage see:  
<http://en.wikipedia.org/wiki/Capitalization>



**Learning Outcomes**

**Infant 1**

42.1 Use a capital letter for the beginning of their own name.

42.2 Differentiate between capital and lower case letters.

**Infant 2**

42.3 Avoid inappropriately using capital letters in the middle of words and sentences.

42.4 Use capital letters for names of people.

42.5 Use capital letters for names of places, days and months.

42.6 Use capital letters at the beginning of sentences.

42.7 Use capital letter for the word "I".

**Standard 1**

42.8 Use capital letters for the names of streets, buildings and other geographical features.

*Throughout Standard 1, teachers should monitor the students' continued achievement of 42.1 to 42.7*

**Sample Lesson Objective**

42.1 By the end of the lesson, students will have written their own name, beginning it with a capital letter.

**Sample Teaching Strategies**

Texts: The teaching of capital letters can be effectively achieved through the use of reading texts. As students read stories, the teacher can point out that certain words begin with capital letters and ask the students if they know why.

Rules: Remind students to always use lower case letters unless the rules say otherwise. Introduce these rules one at a time with a short piece of explicit teaching linked to specific reading texts. Use display charts and model writing to reinforce the rules.

Word classes: Link the rules to specific classes of words as students learn them. For example, when students learn the days of the week, tell them to use capital letters.

Sentence concept: The concept of a sentence is one that many young children find difficult to understand. Teaching them an abstract definition is unlikely to help; instead, point out the features of a sentence during reading sessions.

Grammar-at-the-point-of-writing: Teachers can prompt students to correct their own writing as they do it in the classroom.

**Linkages**

CS1(L) Identify and distinguish between sounds

CS19(S) Use speech prosody and gesture

CS20(R) Apply phonics knowledge

CS21(R) Recognize words by sight

CS23(R) Display word power

CS34(W) Write stories

CS38(W) Plan and edit writing

CS39(W) Present written work appropriately

CS40(W) Write clearly and legibly

CS43(W) Use punctuation appropriately

**Sample Student Activities**

Word Collections: Students can make collections of words that require capital letters.

Editing: Students can add capital letters to sentences that require them.

Hunt the Letter: Students can hunt for capital letters in stories and other texts.

## 43 Use Punctuation Appropriately

### General Comments

Many lower division students are unable to grasp the concepts behind abstract punctuation rules. Teaching should therefore focus on giving examples of how punctuation is used. Students should be shown how punctuation adds to or changes the meaning of a sentence in order to help them grasp that punctuation marks are an essential tool for transmitting exact meaning. In other words, teaching that helps students understand punctuation is likely to be more effective than teaching that concentrates on rules, procedures and memorization.

An effective way of helping students understand punctuation is to monitor their in-class writing and discuss and correct their errors as they occur. Features of punctuation should also be pointed out during shared reading.

### Content Standard 43 Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

### Assessment

Assessment should focus on the use of punctuation in original writing.

Tests containing isolated items are usually an ineffective way of evaluating students' ability to use punctuation in original writing.

### Internet Resources

*Teaching Young Children to Use Punctuation with Precision and Purpose* by Janet Angelillo (Scholastics) is downloadable from:

<http://www.noycefdn.org/literacy/documents/Handout-Punctuation09-18-04.pdf>

An excellent general book on punctuation is *Eats Shoots and Leaves* by Lynne Truss (Gotham Pubs. 2004)

**Sample Lesson Objective**

43.3 While describing a member of their family, students will use a series of adjectives and correctly place commas between them.

**Learning Outcomes****Infant 1**

*No learning outcomes relate to Infant 1 for this content standard.*

**Infant 2**

43.1 Use a full stop at the end of a telling sentence.

43.2 Appropriately use question marks.

**Standard 1**

43.3 Appropriately use commas in a series of adjectives or nouns.

43.4 Use an apostrophe in common contractions.

*Note: to achieve 43.3, students need to demonstrate a basic knowledge of this type of comma usage. They do not need to demonstrate knowledge of all the rules and exceptions.*

*The common contractions in 43.4 include those relating to the verbs be, have and do, and the contraction of would and will.*

**Sample Teaching Strategies**

Model Reading: During read alouds, pay attention to punctuation. If a big book is used, show the students how punctuation affects the way you read the text.

Discovery: Ask students to circle the full-stops in a story. Then ask them to explain what they notice and what they think a full-stop does.

Grammar-at-the-point-of-writing: Teachers can prompt students to add appropriate punctuation to their own writing as they do it in the classroom.

**Sample Student Activities**

Hunt the Mark: Students can hunt for punctuation marks in stories and other texts.

Sorting Sentence Strips: After reading a story, students can put sentence strips into two sets, one of sentences that have a question mark and the other of sentences that have a full-stop. They can then discuss the difference between the two sets.

Computer Games: There are several free sites that offer interactive games to teach punctuation. One on apostrophes is

<http://www.bbc.co.uk/skillswise/words/grammar/punctuation/apostrophes/index.shtml>

Contraction Partners: Students are given a card. Some cards have a contraction and some have a word written out in full. Students have to find their partner.

Contractions Song: Make up simple songs about contractions - "I'm means I am / She's means she is / You're means you are / and He's means he is".

**Linkages**

CS17(S) Use correct grammatical structures in speech

CS19(S) Use speech prosody and gesture

CS21(R) Recognize words by sight

CS23(R) Display word power

CS25(R) Read Aloud

CS34(W) Write stories

CS38(W) Plan and edit writing

CS39(W) Present written work appropriately

CS42(W) Use capital letters appropriately

CS45(W) Incorporate stylistic devices in original writing.

## 44 Apply Correct Grammatical Forms in Writing

### General Comments

All children learn grammar naturally as they learn to speak and the development of oral language skills is an important part of developing grammar for writing. However, in Belize, the grammar that many students first learn is that of Kriol. If students are to develop a sense of standard English grammar, they need to hear it consistently spoken by the teacher and they need to encounter it frequently in books.

This content standard interprets “grammar” as the rules governing the way words are connected together to form sentences. The primary aim of teaching grammar is to improve students’ writing. This content standard, therefore, stresses the application of grammar rules, not their memorization, nor the identification and definition of parts of speech. In reality, there is little benefit to teaching lower division students grammatical definitions since their thought processes are unlikely to be sufficiently developed for such abstract concepts to be understood. However, the identification of parts of speech during reading is covered by CS22: Use Context Clues.

### Content Standard 44 Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

### Assessment

Assessment of the students’ understanding and use of grammatical structures should be based on their original writing rather than on the results of separate grammar tests.

### Internet Resources

There are many sites designed to help adults improve their own grammar, for example, <http://grammar.ccc.commnet.edu/grammar/>



### Sample Lesson Objective

42.3 Students will write a short narrative paragraph, correctly using noun-verb-noun sentence structures.

### Learning Outcomes

#### Infant 1

*No learning outcomes relate to Infant 1 for this learning outcome.*

#### Infant 2

- 44.1 Use appropriate word order for simple subject-verb-object sentences in original writing
- 44.2 Form the plural of nouns by adding -s.
- 44.3 Correctly use the articles a and an in original writing.
- 44.4 Appropriately substitute the nouns with the pronoun "it" and "them" in original writing.

#### Standard 1

- 44.5 Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.
- 44.6 Construct simple noun-verb-noun sentences correctly in original writing

*Note: This Learning Outcomes relate to standard English.*

### Sample Teaching Strategies

Modeling: Teachers should endeavour to model grammatically accurate standard written and spoken English.

Grammar-at-the-Point-of-Writing: The key to good grammar instruction is to teach it as the students write original work. Although marking and correcting are important, students are more likely to understand and internalize a grammar rule if it is explained to them as they try to write a communicative sentence.

Verb Tenses: By Standard 1, students should be using past tense forms when writing original stories.

Explicit Teaching: The explicit teaching of rules may be essential; however, it is better to for this teaching to occur in short chunks of a few minutes at a time.

Comparative Analysis: Teachers can help students understand that Kriol and standard English have different grammars by comparing sentences from the two languages.

### Sample Student Activities

English or Kriol Game: The teacher says a sentence. The students have to identify if it is in English or Kriol.

Reading: The more students read, the more they will encounter grammatically correct sentences.

Picture Response: Students write the single or plural form of nouns in response to a picture prompt. This could be linked with numbers: *one apples, three apples*, etc.

Jumbled Sentences: Students put word cards in a logical order to make a sentence.

### Linkages

- CS17(S) Use correct grammatical structures in speech
- CS18(S) Use appropriate styles and registers in speech
- CS19(S) Use speech prosody and gesture
- CS22(R) Use Context Clues
- CS34(W) Write stories
- CS36(W) Write letters
- CS37(W) Write non-fiction
- CS38(W) Plan and edit writing
- CS45(W) Incorporate stylistic devices in original writing.

## 45 Incorporate Stylistic Devices in Original Writing

### General Comments

The overall aim of language arts is to help students communicate effectively and they need to learn to use stylistic devices both to entertain and to convey meaning more exactly and powerfully.

The learning outcomes for lower division for CS45 relate to the use of adjectives to modify nouns. Students achieve these outcomes by *using* adjectives and nouns appropriately in original sentences. The identification of nouns and adjectives is covered by CS22.

This content standard is strongly linked to those that necessitate original writing by the students, particularly CS34 to CS38.

### Content Standard 45 Incorporate Stylistic Devices in Original Writing

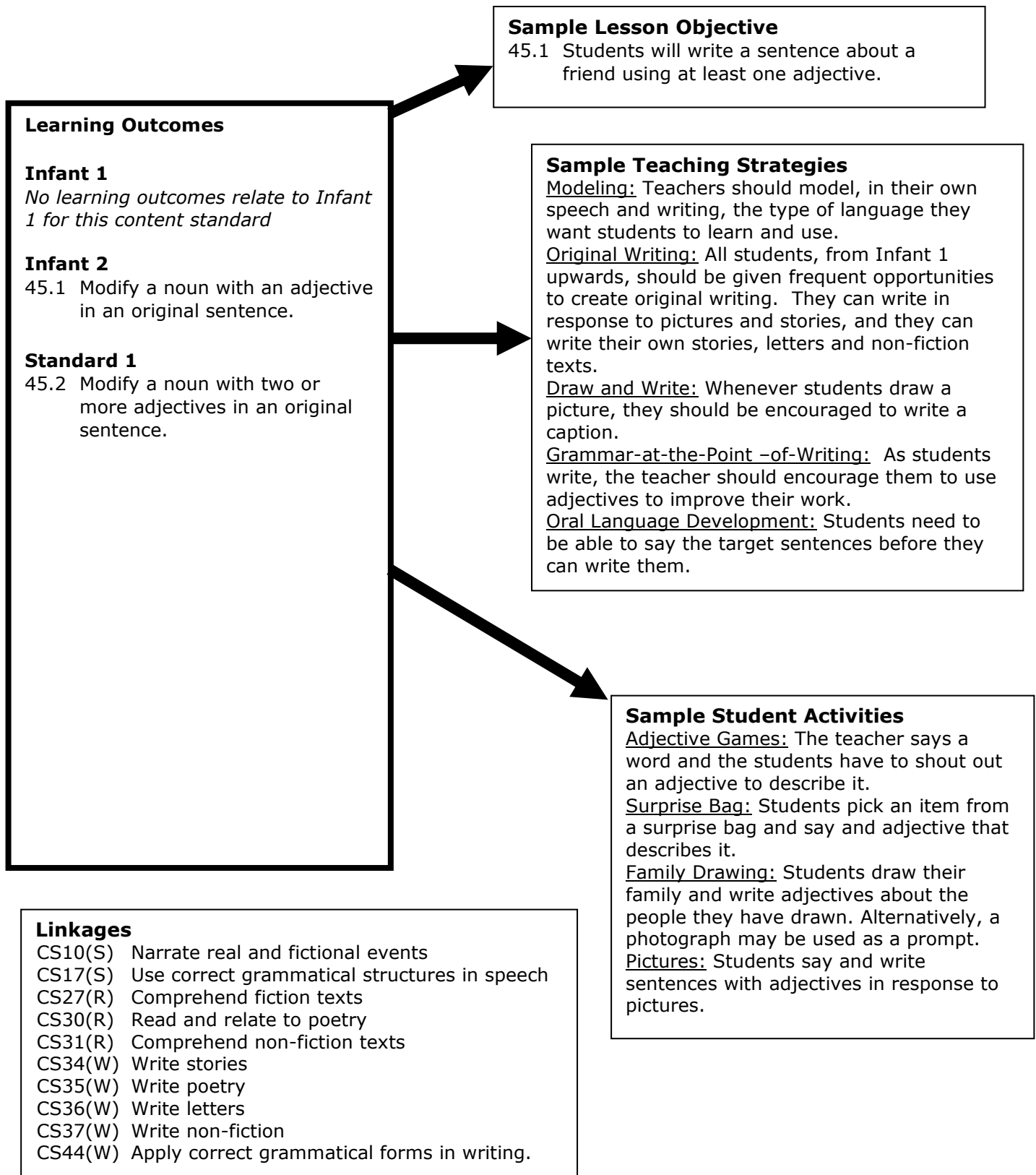
Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

### Assessment

Students should be evaluated on their ability to use adjectives to modify nouns in original sentences. Isolated grammar exercises in which students identify and circle nouns and adjectives would not assess this skill. Instead, teachers should look for examples of appropriate adjective use as the students write stories, letters and non-fiction.

### Internet Resources

<http://www.english-zone.com>, a site aimed at learners of English as a second language, has a clearly written page explaining adjectives and their use.





# **The Planning Guide**

# Using Curriculum Themes

Instruction should be organized into content-based themes: one for each unit of work. Reading texts, writing topics and listening, speaking and viewing activities should be linked to the theme. When planning, teachers should look for topics on which they have access to a large number of fiction and non-fiction texts that can be read by the students. They should then plan for the students to use these as stimuli for reading, writing and other activities.

## General Themes

Teachers can choose any topics for their Language Arts themes. They should choose topics that are of interest to the students and for which sufficient resources are available.

Themes from other subject areas can also be used as Language Arts themes, as listed below.

### How the themes should be used.

Language Arts lessons are more meaningful to students if they listen to, read, speak about and write about topics that are of interest to them.

When planning their units, teachers should select a theme from this page or create one of their own, and then use texts related to it.

## Social Studies Themes

The World: (*Landforms & Location; The Earth; Weather & Rotation; Resources; Tourism.*)

Government and Citizenship: (*Myself, My Family, My Home; Rules at Home and in the Community; Neighbourhood Services.*)

Rights and Responsibilities: (*You Have Rights; You Have Responsibilities.*)

Early Civilization: (*The Individual, Family, Housing, Food, Community, Language, Maya Village Organizations, Folktales; Spirituality & Tradition; Farming; A Community in Africa.*)

Society and Culture: (*My Country; Ethnic Groups – Family Structures, Stories, Language, Musical Instruments, Brief History, Traditions, etc.*)

## Spanish Themes

Homes,,Family, Places, Play, Above Us, Entertainment, Environment, Belonging, Sporting, Food, Animal Kingdom, Recreation, Market, Farm, Our Classroom, Shopping, Friends, My Body, Clothing.

## Science Themes

The Universe: (*Planets, The Earth, The Moon, The Sun.*)

Living Things: (*Plants, Animals.*)

Materials and Substances: (*Heat, Matter, Force, Sources of Light.*)

Simple Machines: (*Force Machines.*)

The Environment: (*Natural History, Pollution.*)

## HFLE Themes

Sexuality and Sexual Health  
Self and Interpersonal Relationships  
Eating and Fitness  
Managing the Environment

# Advisory Scope and Sequence Charts

The following charts indicate how teachers can plan to cover all the learning outcomes in a given year. These charts, or ones of the teacher's own devising, should be consulted when annual plans and unit plans are being written.

It should be noted that few learning outcomes are designed to be taught just once. The vast majority of learning outcomes will require several lessons to be covered adequately and most, once taught, will need to be revisited at a later date. Most learning outcomes, therefore, will appear in more than one unit.

The scope and sequence charts also indicate intensity and frequency for teaching learning outcomes as follows:

## **1. Every Day or Almost Every Day -**

*These learning outcomes, most of which relate to phonics and reading comprehension, should be addressed as a regular and routine part of teaching. For example, it is recommended that every infant one language arts session include a phonics segment, that every day should include a morning circle type discussion time and that all students should either be read to or engage in silent reading every day.*

## **2. Major Focus of Unit or Month / Regular Activity**

*Each unit should have a number of major focuses, at least one relating to each of the skill areas of listening, speaking, reading and writing, and sometimes also some relating to viewing. Throughout the course of the unit, these items will occur frequently and substantial progress towards mastery of the relevant learning outcomes should occur. However, since language arts skills develop incrementally and since progress often depends upon regular practice, some outcomes may be the major focus of several units.*

## **3. Secondary Focus of Unit or Month / Occasional Activity**

*Some learning outcomes relate to skills that, once they have been initially taught as the major focus of a unit, need further development through continued practice. From time to time, these learning outcomes should be the secondary focus of a unit. Usually, a learning outcome will be a major focus of a unit before it is a secondary focus.*

## **4. Ongoing Development and Monitoring by the Teacher**

*The skills relating to most learning outcomes need to be continually monitored by the teacher after they have initially been taught. Other skills require little or no explicit teaching; instead they are expected to develop "naturally" as the student matures and is exposed to a wider range of experiences in school and in the home. These skills need to be monitored by the teacher in case the expected development does not occur and intervention is required.*

*When a learning outcome is selected for ongoing development and monitoring, it is not usually necessary to include it in written plans.*



CS No.	Skill	Starting Month	Learning Outcome	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
14.1	S	Sept	Accompany rhymes and songs with simple actions.	█	█	█	█	█	█	█	█	█	█
14.2	S	Sept	Chorally, with the aid of the teacher, recite simple poems with actions.	█	█	█	█	█	█	█	█	█	█
15.1	S	Sept	In a teacher led discussion, wait for someone else to finish talking and not interrupt them	█	█	█	█	█	█	█	█	█	█
16.1	S	Sept	During speech, clearly and correctly pronounce the main 42 phonemes (language sounds) of standard English.	█	█	█	█	█	█	█	█	█	█
17.1	S	Dec	State ideas in complete simple sentences				█	█	█	█	█	█	█
18.1	S	Nov	Use appropriate forms for making requests (for example by saying please and thank you) and expressing needs.			█	█	█	█	█	█	█	█
19.1	S	Feb	Speak with voice volume appropriate to the listener and the situation.						█				
20.1	R	Sept	Recognise and name all letters of the alphabet in upper and lower case	█	█	█	█	█	█	█	█	█	█
20.2	R	Sept	Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look)	█	█	█	█	█	█	█	█	█	█
20.3	R	Oct	Identify the initial sound and the corresponding letter of a spoken word, object or picture.		█								
20.4	R	Oct	Blend a vowel and a consonant together to read a two letter word, for example, at, it, ma, pa, in, am						█	█	█	█	█
20.5	R	Oct	Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.						█	█	█	█	█
20.6	R	Mar	Read words with initial consonant clusters, br-, tr-, bl-, gl-, st-, sn-, and dr-.							█	█	█	█
20.7	R	Jan	Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using ai/ee/ie/oa/oo/a_e/i_e.					█	█	█	█	█	█
20.8	R	Apr	Read words ending with the consonant clusters, -nd, -lp, -st, -nk, -sp, and -nt.								█	█	█
20.9	R	Nov	Understand the terms vowel and consonant as they relate to letters and sounds.			█							
21.1	R	Oct	Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.		█	█	█	█	█	█	█	█	█
21.2	R	Nov	Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.			█	█	█	█	█	█	█	█
22.1	R	Feb	Identify a noun in a written text..						█	█			
22.2	R	Mar	Identify an action verb in a written text.							█	█		
22.3	R	Mar	Identify when a noun in a written text is plural.							█	█		
22.4	R	Apr	Identify a pronoun in a written text.								█	█	
23.1	R	Apr	Recognize unusual words encountered in nursery rhymes and frequently read stories.								█	█	█
24.1	R	Oct	Recite the names of letters in correct alphabetical order		█	█							
25.1	R	Nov	Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.			█	█	█	█	█	█	█	█
25.2	R	Nov	Individually and in chorus, read aloud words which are used on a regular basis, e.g. numbers, days and weather words.			█	█	█	█	█	█	█	█
25.3	R	Sept	Read, or pretend to read to other people, dolls and toys.	█	█	█	█	█	█	█	█	█	█
25.4	R	Sept	Track text in the right order, i.e. left to right, top to bottom, page to page.	█	█								
25.5	R	Feb	In chorus and along with the teacher, read a familiar short story or poem aloud.						█			█	
27.1	R	Sept	Re-enact familiar, simple, stories through role play.		█		█			█		█	█
27.2	R	Oct	Recall, word for word, phrases that are repeated several times in a simple story.		█			█	█	█	█	█	█



## Scope and Sequence Chart for Infant Two

**KEY**

- Every Day or Almost Every Day
- Major Focus of Unit or Month / Regular Activity
- Secondary Focus of Unit or Month / Occasional Activity
- Ongoing Development and Monitoring by the Teacher

CS No.	Skill	Starting Month	Learning Outcome	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1.9	L	Mar	Generate a new rhyme from a prompt word.										
1.10	L	Nov	Divide two syllable words into syllables and clap the syllables of a short sentence.										
2.3	L	Nov	Perform a simple procedure after listening to a description of it.										
2.4	L	Oct	Recall one or two important points after listening to a short spoken text.										
2.5	L	Sept	Identify main characters and events in stories presented orally.										
3.3	L	Apr	Identify the mood and tone of speech										
3.4	L	Mar	Sit quietly and be attentive to a presenter.										
4.1	L	Sept	Demonstrate courteous listening behaviours in small group situations.										
5.2	L	Nov	Answer simple questions about their feelings in response to stories and poetry presented orally										
5.3	L	Sept	Predict outcomes of familiar, repetitive stories presented orally.										
5.4	L	Oct	Retell/dramatize parts of stories heard.										
6.4	V	Sept	Follow instructions given by the means of gestures, symbols and pictures.										
6.5	L	Jan	Select or draw a series of pictures to retell a story										
7.2	V	Nov	Express a point of view based on viewing a picture.										
8.4	S	Jan	Ask a partner simple questions to acquire information using who, what, when, where, and how.										
8.5	S	Jan	Ask a partner questions about a topic of interest.										
8.15	S	Sept	Give appropriate spoken responses to greetings, instructions and requests.										
9.2	S	Sept	Use complete sentences of five or more words to express ideas, preferences and needs.										
10.3	S	Oct	Describe a picture using complete sentences.										
10.4	S	Dec	Calmly describe a recently witnessed event.										
11.2	S	Sept	Give simple reports about current weather conditions.										
12.2	S	Mar	Demonstrate feelings of self-worth and express ideas confidently.										
12.3	S	Apr	Express humour and other appropriate feelings										
13.2	S	Apr	Role play simple situations with at least one other person, for example "at school", "at the store," etc.										
14.3	S	Mar	Play with rhyme by changing familiar poems and nursery rhymes.										

CS No.	Skill	Starting Month	Learning Outcome	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
14.4	S	Dec	In a group, memorize a short poem for public performance, e.g. to a group of parents or at the Festival of Arts.				■					■	
15.2	S	Sept	In small group or class discussion wait for someone else to finish talking and not interrupt them.	▨	■	▨	▨	▨	▨	▨	▨	▨	▨
17.2	R	Nov	Form the plural of most nouns correctly while speaking standard English			■							
20.10	R	Oct	Read words containing vowel digraphs ea (seat), a_e (cake) ay (day), ew (flew), oy (boy), ow (cow & low),		■	■							
20.11	R	Apr	Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.								■	■	■
20.12	R	Oct	Sound out two syllable words that are spelt using conventional consonant, "short" vowel and commonly occurring "long" vowel letter representations		■								
20.13	R	Jan	Read words ending in -ss -ck -ff -ll					■	▨	▨	▨	▨	▨
20.14	R	Jan	Discriminate between words beginning with hard/soft c and g					■	■	▨	▨	▨	▨
20.15	R	Feb	Recognize words ending with common spelling patterns, e.g. -old, -ing, -op, -end, -and.						■	▨	▨	▨	▨
21.3	R	Mar	Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense)							■	▨	▨	▨
21.4	R	Sept	Read on sight approximately one hundred high frequency words including numbers, seasons, months of the year, common colour words and the name of the school.	■	■	■	■	■	■	■	■	■	■
22.5	R	Oct	Identify, and explain the purposes of, full stops and question marks in written texts.		■			▨	▨	▨			
22.6	R	Nov	Identify a proper noun in a written text.			■							
22.7	R	Feb	Identify, and explain the purpose of, an adjective in a written text.						■				
22.8	R	Mar	Use visual images to predict the meaning of unfamiliar words.							■			
22.9	R	Mar	Identify compound words in a written text.							■			
23.2	R	Sept	Show interest in learning about new words encountered in reading.	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
23.3	R	Feb	Read and understand common compound words and split them into their component parts, e.g. himself, handbag, teaspoon.						■				
23.4	R	Jan	Identify the opposites of familiar words.					■				■	
24.2	R	Apr	Place words that begin with different letters in correct alphabetical order.								■		
24.3	R	Apr	With help, find information in simple dictionaries with illustrations.								■		
25.3	R	Nov	Understand that a line of text and a sentence are not the same thing.			■	▨	▨	▨				
25.6	R	Nov	Read simple stories independently, pointing to words as they read.			■	▨	▨	▨				
25.8	R	Sept	Pronounce the majority of phonetically spelt, one and two syllable words, correctly.	■	■	■	▨	▨	▨	▨	▨	▨	▨
25.9	R	Feb	Follow words with eyes without having to point.						■	▨	▨	▨	▨
25.10	R	Feb	Individually read aloud sentences from a familiar story or poem to a group or the whole class.		■	■	▨	▨	▨	▨	▨	▨	▨
26.1	R	Oct	Select and read for pleasure stories with familiar, repetitive and predictable patterns.		▨	▨	▨	▨	▨	▨	▨	▨	▨
26.2	R	Apr	With guidance, select books appropriate to their interest and reading level from a shelf of books in the classroom..			■	▨	▨	▨	▨	▨	▨	▨
26.3	R	Oct	Choose to frequently reread favourite stories and non-fiction books.		▨	▨	▨	▨	▨	▨	▨	▨	▨
27.4	R	Oct	Retell, in the correct order, the main events of a simple story.		■	■	▨		▨			■	
27.5	R	Nov	Recall one or two important points after listening to a short text.			■			▨			■	
28.3	R	Nov	Discuss the connections between events in stories.			■			▨			■	
28.4	R	Jan	State, with reasons, whether they think a character is good or bad.						■			■	
30.2	R	Mar	Read aloud a short, single verse, poem.							■			

CS No.	Skill	Starting Month	Learning Outcome	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
34.2	W	May	Compose several original sentences based on a picture.										
34.3	W	Nov	Illustrate a story with a picture and write a caption using real or invented spelling.			■	■	■	■	■	■	■	■
35.1	W	Mar	List sets of rhyming words.										
35.2	W	Mar	Compose simple rhyming couplets.							■			
36.1	W	Dec	Create a birthday or Christmas card with an original message.				■						■
37.3	W	Feb	Write short lists for a specified purpose, for example, a shopping list.						■			■	
37.4	W	Apr	Write a few words or a sentence describing a recent experience.								■	■	■
37.5	W	Apr	Compose several original sentences describing a familiar person.								■	■	■
37.6	W	May	Write several sentences on one idea, picture or topic, using invented spelling where necessary.									■	
38.1	W	Mar	Discuss what they intend to write, with a teacher and/or peer, before writing it.		■	■	■	■	■	■	■	■	■
39.2	W	Sept	Develop a sense of pride in presenting neat and attractive written work.	■	■	■	■	■	■	■	■	■	■
39.3	W	Sept	Underline heading and rule off work.	■	■	■	■	■	■	■	■	■	■
39.4	W	Jan	Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author's name.					■					
40.11	W	Sept	Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.	■	■	■	■	■	■	■	■	■	■
40.12	W	Sept	Legibly copy print sentences from the board.	■	■	■	■	■	■	■	■	■	■
40.13	W	Apr	Join some letters to others, cursively, for example, c, a, o, l								■	■	■
41.3	W	Nov	Spell words phonetically, so that all the sounds are represented by a least one letter.			■	■	■	■	■	■	■	■
41.4	W	Dec	Write captions for their own drawings, using invented spelling where necessary.	■	■	■	■	■	■	■	■	■	■
42.3	W	Nov	Avoid inappropriately using capital letters in the middle of words and sentences.			■	■	■	■	■	■	■	■
42.4	W	Oct	Use capital letters for names of people.			■	■	■	■	■	■	■	■
42.5	W	Oct	Use capital letters for names of places, days and months.			■	■	■	■	■	■	■	■
42.6	W	Sept	Use capital letters at the beginning of sentences.	■	■	■	■	■	■	■	■	■	■
42.7	W	Nov	Use capital letter for the word 'I'			■	■	■	■	■	■	■	■
43.1	W	Dec	Use a full stop at the end of telling sentences.				■	■	■	■	■	■	■
43.2	W	Feb	Appropriately use question marks.						■	■	■	■	■
44.1	W	Oct	Form the plural of nouns by adding -s.			■	■	■	■	■	■	■	■
44.2	W	Apr	Use appropriate word order for simple subject-verb-object sentences in original writing..								■	■	■
44.3	W	Apr	Correctly use the articles "a" and "an" in original writing.								■	■	■
44.4	W	May	Appropriately substitute the nouns with the pronoun "it" and "them" in original writing.									■	■
45.1	W	Apr	Modify a noun with an adjective in an original sentence.								■	■	■



CS No	Skill	Starting Month	Learning Outcomes	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Mar	May	June
16.2	S	Sept	Consistently pronounce commonly encountered words appropriately and clearly.										
17.4	S	Oct	Apply appropriate present, past and future tense forms of verbs when speaking standard English										
17.5	S	Oct	Modify a noun with two or more adjectives in a spoken sentence.										
18.2	S	Nov	Use the telephone intelligently and courteously for a variety of purposes using appropriate forms of language.										
19.2	S	Jan	Indicate, by varying the tone and pitch of the voice, when a question is being asked.										
20.16	R	Oct	Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -lt, -pt, -xt, -lf, -nch, -lth.										
20.17	R	Jan	Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, squ, str, sw, tw, thr, shr.										
20.18	R	Mar	Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread)										
20.19	R	May	Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft "j" or a "sh" sound as in vision, pleasure, station										
20.20	R	Nov	Use knowledge of similar words to read unfamiliar words correctly, e.g. getting slight from light, shroud from loud, etc.										
22.10	R	Nov	Use knowledge of common prefixes and suffixes to identify the meaning of a word.										
22.11	R	Nov	Use background knowledge of the topic to identify the meaning of an unknown word.										
24.4	R	Nov	Place a series of words that begin with the same letter in correct alphabetical order.										
25.11	R	Sept	When reading aloud, expect sentences to make sense and re-read when they do not.										
25.12	R	Oct	When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.										
25.13	R	Sept	Individually read aloud a familiar short story.										
25.14	R	Sept	Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.										
25.15	R	Sept	Show awareness of the audience when reading aloud.										
26.4	R	Sept	Independently, select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom..										
27.6	R	Sept	Describe characters encountered in a story, using original words.										
28.5	R	Nov	Discuss multiple causes of an event in a story.										
28.6	R	Sept	Discuss the main theme of a story.										
28.7	R	Sept	Based on the plot, discuss why events happen the way they do in a simple story.										
28.8	R	Nov	Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.										
29.3	R	Sept	Link events and characters in stories to their own experience.										
30.3	R	Dec	Read a short poem and discuss its meaning										
31.3	R	Nov	Read and follow a set of instructions telling them to perform three consecutive actions.										
32.2	R	Oct	List the key points from a short non-fiction text.										
33.2	R	Nov	Note that "fairy stories" and other traditional stories often follow a similar pattern and often have distinctive beginning, middle and ending structures.										

CS No	Skill	Starting Month	Learning Outcomes	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Mar	May	June
34.4	W	Oct	Compose an original story, of at least five sentences, based on a picture, another story or personal experience, and illustrate it with a picture.		■	■	■	■	■	■	■	■	■
34.5	W	Sept	Rewrite a familiar story using original words.	■	■			■	■				
35.3	W	May	Compose short poems that rhyme.			■						■	
36.2	W	Dec	Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.				■					■	
36.3	W	Oct	Write a short letter to a friend to invite them to an event, to accept an invitation or to express thanks		■						■		
37.7	W	Oct	Write a short non-fiction text, presenting ideas in a logical, sequential order.		■		■			■	■		
37.8	W	Oct	Keep a daily record (journal) of events.		■	■	■	■	■	■	■	■	■
37.9	W	Nov	Write a paragraph describing a recent experience.			■		■				■	
37.10	W	Dec	Write a paragraph describing interests.				■		■		■		
38.2	W	Oct	Generate ideas relevant to a topic by brainstorming.		■		■			■	■		
39.5	W	Sept	Use margins appropriately.	■	■	■	■	■	■	■	■	■	■
39.6	W	Sept	Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.	■									
39.7	W	Nov	Indent paragraphs.			■	■						
40.13	W	Sept	Join most letters to form cursive writing.	■	■	■							
40.15	W	Sept	Develop a neat, legible handwriting.	■	■	■							
41.5	W	Dec	Appropriately form plurals by adding -es and by changing y/ey to ies in original writing.				■						
42.8	W	Nov	Use capital letters for the names of streets, buildings and other geographical features.			■	■	■			■		
43.3	W	Nov	Appropriately use commas in a series of adjectives or nouns.			■	■					■	
43.4	W	Feb	Use an apostrophe in common contractions.						■			■	
44.2	W	Oct	Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.		■	■	■	■	■			■	
44.3	W	Oct	Construct simple noun-verb-noun sentences correctly in original writing		■	■	■						
45.2	W	Nov	Modify a noun with two or more adjectives in an original sentence.			■	■					■	

# Sample Annual Plan for Infant I

(September and October Only)

## SEPTEMBER

**Theme:** .....

Skill Area	Content Standard	Student Activities
<b>Listening</b>	CS1: Identify and Distinguish between Sounds CS2: Listen for Information	<ul style="list-style-type: none"> <li>➤ Identify the sounds: <i>s, short a</i> and <i>i, t, p and n</i> in spoken words.</li> <li>➤ Orally blend sounds together to make words.</li> <li>➤ Listen to rhymes.</li> <li>➤ Answer literal comprehension questions after hearing a story.</li> </ul>
<b>Viewing</b>	CS6: Comprehend and Interpret Visual Images	<ul style="list-style-type: none"> <li>➤ Give information based on a picture.</li> <li>➤ Differentiate between shapes and letters.</li> </ul>
<b>Speaking</b>	CS8: Ask and Answer Questions CS11: Deliver Reports and Speeches CS14: Recite Poetry CS15: Participate in Group Discussions CS16: Pronounce Words Appropriately	<ul style="list-style-type: none"> <li>➤ Answer questions about self and family</li> <li>➤ Routinely raise hand when wanting to answer a question</li> <li>➤ Take turns in regular whole-class morning circle, without interrupting others.</li> <li>➤ Chorally, recite simple rhymes and accompany them with actions.</li> <li>➤ While speaking, enunciate all the sounds of words.</li> </ul>
<b>Reading</b>	CS20: Apply Phonics Knowledge CS25: Read Aloud CS29: Relate personally to stories	<ul style="list-style-type: none"> <li>➤ Recognize the letters <i>Ss, Aa, Tt, Ii, Pp, Nn</i> and link them to the appropriate sound.</li> <li>➤ Point to words that contain the letters <i>Ss, Aa, Tt, Ii, Pp, Nn</i>.</li> <li>➤ Picture read or pretend to read story books.</li> <li>➤ Track the teacher's finger when he/she is reading to them and pointing to the words</li> <li>➤ Express like/dislike of and other emotions after a story has been read aloud by the teacher.</li> </ul>
<b>Writing</b>	CS40: Write Clearly and Legibly CS41: Spell Words Appropriately CS42: Use Capital Letters Appropriately	<ul style="list-style-type: none"> <li>➤ Demonstrate the correct technique for holding a pencil.</li> <li>➤ Colour in pictures, scribble and make shapes in writing.</li> <li>➤ Trace the letters <i>Ss, Aa, Tt, Ii, Pp, Nn</i> using dots, writing on a page from left to right and top to bottom and differentiate between the upper and lower case letters.</li> <li>➤ Use letter like forms or single letters to add a caption to a drawing.</li> </ul>

**OCTOBER****Theme:** .....

<b>Skill Area</b>	<b>Content Standard</b>	<b>Student Activities</b>
<b>Listening</b>	CS1: Identify and Distinguish between Sounds CS2: Listen for Information	<ul style="list-style-type: none"> <li>➤ Identify the sounds : hard <i>c, e, h, r, m,</i> and <i>d</i> in spoken words.</li> <li>➤ Listen to songs and poems and identify when they rhyme.</li> <li>➤ Segment CVC words containing the sounds <i>s, a, t, i, p, n</i> into individual sounds, for example <i>s/i/t, p/i/t, p/a/t,</i> etc.</li> <li>➤ Answer literal comprehension questions after hearing a story.</li> </ul>
<b>Viewing</b>	CS6: Comprehend and Interpret Visual Images CS7: Respond to Visual Images	<ul style="list-style-type: none"> <li>➤ While listening to a story, answer questions based on accompanying pictures</li> <li>➤ Express like/dislike of and other emotions after seeing a picture.</li> </ul>
<b>Speaking</b>	CS8: Ask and Answer Questions CS9: Express Opinions and Communicate Ideas CS10: Narrate Real and Fictional Events CS11: Deliver Reports and Speeches CS12: Display Self-Esteem while Speaking CS14: Recite Poetry	<ul style="list-style-type: none"> <li>➤ Continue to routinely raise hand when wanting to answer a question</li> <li>➤ Continue to take turns in regular whole-class morning circle, without interrupting others.</li> <li>➤ Display confidence to speak during morning circle.</li> <li>➤ During morning circle, tell classmates about a recent event that happened to them.</li> <li>➤ Ask permission for something using "please".</li> <li>➤ Chorally, recite simple rhymes and accompany them with actions.</li> </ul>
<b>Reading</b>	CS20: Apply Phonics Knowledge CS21: Recognize Words by Sight CS24: Use a dictionary CS25: Read Aloud CS27: Comprehend Fiction Texts	<ul style="list-style-type: none"> <li>➤ Recognize the letters <i>Cc, Ee, Hh, Rr, Mm</i> and <i>Dd</i> and link them to the appropriate sound.</li> <li>➤ Point to words that contain the letters <i>Cc, Ee, Hh, Rr, Mm</i> and <i>Dd</i>.</li> <li>➤ Distinguish between words that begin with the sounds of <i>s, short a, short i, p, t, n, c, short e, h, r, m</i> and <i>d</i> and those that do not.</li> <li>➤ Blend a vowel and a consonant together to read a two letter word, for example, <i>at, it, ma, pa, in, am</i>.</li> <li>➤ Point to regularly occurring words in the text of familiar rhymes.</li> <li>➤ Recite all the letters of the alphabet, in order.</li> <li>➤ Picture read or pretend to read story books.</li> <li>➤ Track the teacher's finger when he/she is reading to them and pointing to the words</li> <li>➤ Recall repeated phrases from a story or rhyme read to them by the teacher.</li> <li>➤ Perform a simple role play about a scene from a story read aloud to them by the teacher.</li> <li>➤ Express like/dislike of and other emotions after a story has been read aloud by the teacher.</li> </ul>

Skill Area	Content Standard	Student Activities
<b>Writing</b>	CS40: Write Clearly and Legibly CS41: Spell Words Appropriately CS42: Use Capital Letters Appropriately	<ul style="list-style-type: none"> <li>➤ Demonstrate correct technique for holding a pencil</li> <li>➤ Develop motor skills through colouring, tracing and scribbling, and begin to colour "between the lines".</li> <li>➤ Write slants, curves and letter-like shapes free-hand.</li> <li>➤ Write letters on a page from left to right and top to bottom.</li> <li>➤ Form, with tails, the letters <i>Cc, Ee, Hh, Rr, Mm</i> and <i>Dd</i> by tracing dots on a page and by writing free-hand on guidelines provided.</li> <li>➤ Use letter like forms or single letters to add a caption to a drawing.</li> <li>➤ Differentiate between capital and lower case letters of the alphabet.</li> </ul>

# Sample Unit Plan for Infant One

## Unit of Work in Language Arts September 2007

<b>Class:</b>	Infant One
<b>No. of Students</b>	30
<b>Duration of Unit</b>	4 weeks
<b>Number of Lessons</b>	18
<b>Duration of Lessons</b>	90 minutes

**Theme:**  
Animals

### **Topics/Content Standards**

- Listening:** CS1: Identify and Distinguish between Sounds  
CS2: Listen for Information  
CS6: Comprehend and Interpret Visual Images  
CS8: Ask and Answer Questions
- Speaking:** CS11: Deliver Reports and Speeches  
CS14: Recite Poetry  
CS15: Participate in Group Discussions  
CS16: Pronounce Words Appropriately
- Reading:** CS20: Apply Phonics Knowledge  
CS25: Read Aloud  
CS29: Relate personally to stories
- Writing:** CS40: Write Clearly and Legibly  
CS41: Spell Words Appropriately  
CS42: Use Capital Letters Appropriately

### **Sub-Topics / Objectives**

By the end of the unit, students will be able to:

- Identify the sounds: *s*, *short a* and *i*, *t*, *p* and *n* in spoken words.
- Answer literal comprehension questions after hearing a story.
- Give information based on a picture.
- Differentiate between shapes and letters.
- Answer questions about self and family
- Routinely raise hand when wanting to answer a question
- Take turns in regular whole-class morning circle, without interrupting others.
- Chorally, recite simple rhymes and accompany them with actions.
- While speaking, enunciate all the sounds of words.
- Recognize the letters *Ss*, *Aa*, *Tt*, *Ii*, *Pp*, *Nn* and link them to the appropriate sound.
- Point to words that contain the letters *Ss*, *Aa*, *Tt*, *Ii*, *Pp*, *Nn*.
- Picture read or pretend to read story books.
- Track the teacher's finger when he/she is reading to them and pointing to the words
- Express like/dislike of and other emotions after a story has been read aloud by the teacher.
- Demonstrate the correct technique for holding a pencil.
- Colour in pictures, scribble and make shapes in writing.
- Trace the letters *Ss*, *Aa*, *Tt*, *Ii*, *Pp*, *Nn* using dots, writing on a page from left to right and top to bottom and differentiate between the upper and lower case letters.
- Use letter like forms or single letters to add a caption to a drawing.

**Teaching Strategies/Student Activities****Listening**

Listening  
Comprehension

**Teaching Strategies**

- Read Alouds

**Student Activities**

- Answering literal and personal response questions about stories read aloud

**Viewing**

Picture Comprehension

**Student Activities**

- Picture matching games
- Describing a picture to a partner

**Speaking**

Discussion

**Teaching Strategies**

- Morning Circle
- Explicit teaching of rules and procedures
- Modeling of good speaking practices
- Monitoring of sound enunciation

**Student Activities**

- Contributing to Morning Circle
- Answering questions about self and family

**Reading**

Phonics: Letter-sounds  
s,a,t,i,p,n, (sound  
recognition, and  
linking sounds to  
letters)

**Teaching Strategies**

- Storytelling featuring the target sound;
- Presenting the letter in both lower and upper case
- Linking the letter to an action

**Student Activities**

- Identifying/drawing pictures of words beginning/containing the target sound
- Singing songs/recite rhymes featuring the target letter sound, making actions
- Clapping when they hear the target sound in a word
- Identifying the letter in printed words around the classroom
- Matching upper and lower case letters

Reading  
Comprehension:

**Teaching Strategies**

- Read Alouds
- Monitoring of how students track words during read alouds
- Student Activities
- Answering literal and personal response questions about stories read aloud
- Picture reading

**Writing**

Penmanship:

**Teaching Strategies**

- Modeling correct pencil hold
- Modeling how to trace dots

**Student Activities**

- Workbook activities
- Filling in missing letters
- Colouring worksheets/pictures
- Write letters by tracing dots.
- Match capital letters with lower case letters

**Student Activities**

- Adding captions to pictures

**Teaching Materials**

Phonics Stories:

- Inky Iguana (Fast Phonics)
- *Tina Tells the Truth* by Ruth Lerner (Alphapets)

Jingles and Songs

- *Penny's Got a Pineapple* by Fran Avni
- *The Alphabet Song*

Picture flashcards with dots representing sounds.

Letter flashcards

Letter and picture flashcards

**Texts**

Fast Phonics Workbook

Language Tree

*The Very Hungry Caterpillar* by Eric Carle

*Why A Dog? By A Cat* by Robyn Koontz

*Rudyard Kipling's Jungle Book* (Audio CD)

*Turtle and Snake Go camping* by Kate Spohn (Level 1 Reader)

*Dan the Ant* by Jennifer Gillis (Level 1 Reader)

**Assessment Strategies:**

Observation:

- Responses to letter prompts and flashcards.
- Ability to locate target letter in printed word.
- Ability to identify a word spoken aloud that contains the target letter.
- Response to questions about stories.
- Contribution to morning circle.

Workbook Activities:

- Tracing of target letter.
- Colouring pictures.
- Freehand writing of target letter (may be "untidy").
- Matching words and letters.

Test

- Circle pictures beginning with the target letter.

**Reference Materials**

Fast Phonics Teachers' Guide

[www.schoolexpress.com](http://www.schoolexpress.com)

[www.songsforteaching.com](http://www.songsforteaching.com)

# **Encyclopaedia of Information for Language Arts Teachers**



## Encyclopaedia of Information for Language Arts Teachers

### Alliteration

Alliteration is the repetition of initial consonant sounds in two or more neighbouring words or syllables:- initial rhyme

### Alphabet Code

See also [grapheme](#), [phoneme](#), [phonics](#).

The way in which sounds (phonemes) are mapped by letters (graphemes). In English, the 26 letters of the alphabet map approximately 42 sounds in a variety of ways.

- Some sounds, for example /b/ are almost always represented by the same letter.
- Some sounds, for example the long vowel sounds, are written in a variety of ways.
- Some sounds, for example /ch/ and /sh/ are represented by two letters.

The study of the relationship between sounds and letters is called phonics.

### Annual Plan

A plan covering the whole school year. The purpose of the annual plan is to ensure that all the content standards and learning outcomes contained in the curriculum are adequately taught during the year.

Following this curriculum, the annual plan should list skill areas, content standards and broadly described student activities. The annual plan should be based on a scope and sequence chart that outlines when, and to what extent, each content standard will be taught.

Usually the year is divided into a number of units, each of which is based on a content theme, such as animals, people, natural disasters, and so on. Each unit may last for one calendar month or for a specified length of time, for example, six weeks.

Whichever approach is taken, it is important to consider the number of actual teaching days available, taking into account examinations, holidays, planned trips and other special events.

### Assessment

A judgment on the knowledge, skills and attitudes acquired by students.

The purpose of assessment is to discover the students' level of achievement in each of the content standards. During the year, all content standards should be assessed. Teachers need to use a variety of assessment tools including, but not limited to:

- written and spoken responses to reading passages, visual and other stimuli
- extended pieces of creative and informative writing
- formal evaluation of prepared speeches, recitations and read alouds
- observation
- journals
- research projects conducted individually and in groups
- miscue analyses based on the teacher listening to the student reading a text
- student self evaluation or evaluation by their peers
- tests and quizzes
- examinations.

It is very important that assessment is in line with lesson and unit objectives.

The term *informal assessment* is used to describe activities that occur within routine class teaching, that is, without causing a break in instruction, which are used to evaluate students' progress. Much informal assessment, for example of group-work, students' reading and role plays relies upon observation. This can be unstructured and unscored, or it can be based on a check-list that leads to a grade.

*Traditional assessment* techniques include tests, exams, essay type assignments and text-book exercises. These are often standardized, so that all students are given the same questions and direct comparisons between students are possible.

*Alternative assessment* refers to non-traditional techniques, including drama, journals and projects which are designed to evaluate each student in a particular way, making direct comparison between students very difficult. Alternative assessment might reward effort, motivation, teamwork, leadership and other similar attributes.

### **Assessment Rubric**

A tool used to assess students work based on clearly defined criteria. The best way of grading work meaningfully and fairly is to use assessment rubrics that outline the criteria that will be used to judge a piece of work or an oral performance.

Many rubrics for written work have criteria for judging (a) content, including its relevance and the level of detail provided (b) structure, including paragraphing and the logical sequencing of ideas (c) style, including word choice and sentence structure, and (d) spelling, punctuation and grammar.

Rubrics for oral presentations might also include criteria for (a) use of voice, including clarity, intonation and stress, volume, and variation, (b) confidence and (c) relationship with audience.

Checklists, with tick-boxes for various outcomes, are a useful tool for assessments based on observation.

### **Big book**

A large book with large pictures and lettering that can be used by teachers when reading to a large group of students.

### **Bilingual Education**

See

See also: First Language, Target Language, Kriol.

A person who has some use of more than one language, even if one is dominant, can be regarded as *bilingual*. It is often beneficial to use more than one language to teach a bilingual student, especially in the early years of school.

A common form of bilingual education is *transitional bilingual education* which occurs when the second (target) language is introduced in a planned, gradual way. For example, if a student enters school knowing little or no English, the teacher may decide to teach mostly in another language (for example Spanish) during the first few weeks and months of Infant 1 while progressively developing the students' ability in English. Over time, the use of Spanish would decrease and the use of English would increase until, probably by the end of lower division, most instruction would be in English.

### **Blending**

Forming a word by combining parts of words, for example, putting together the sounds /c/ /a/ /t/ to form the word cat. Often blending refers to forming a word by combining the sounds represented by letters: - sounding out. Students should be encouraged to blend early in the process of learning phonics.

<b>Brainstorming</b>	A group activity used to quickly generate a large number of ideas. Group members usually call out ideas as they occur to them. The ideas are often then organized into web diagrams.
<b>Chunking</b>	Grouping small units, for example consonant clusters, to form words while reading.
<b>Classroom Library</b>	<p>A space in the classroom where books are displayed and available to students.</p> <p>In a good classroom library, there is suitable reading material of different types and difficulty different levels: some fiction and some non-fiction. Books which are out-dated or clearly unsuitable for the class should not be in the classroom library. Every student should have easy and frequent access to the library.</p> <p>A lower division classroom library can include stories, biographies, information books, picture books, newspapers, magazines, brochures, textbooks, student-authored books, poetry, and reference books, including encyclopaedias and dictionaries</p> <p>Through the classroom library, students can learn to keep records, to care for books and to classify them. They can also learn how to chose a suitable book by evaluating its title, author, front and back cover and physical appearance. Teachers can appoint a librarian, on a rotating basis, who is responsible for caring for the library.</p>
<b>Cloze Procedure</b>	A "fill in the blanks" activity.
<b>Coherence</b>	The degree to which ideas are presented in a logical order.
<b>Cohesion</b>	The degree to which different words, sentences and paragraphs are linked and follow on from each other.
<b>Comprehension</b>	The construction of meaning from a spoken or written text. Comprehension depends upon the ability to decode words using phonics knowledge, the ability to recognize words by sight, knowledge of vocabulary, reading fluency, knowledge of the topic, grammatical knowledge, knowledge of the context, and other factors.
<b>Comprehension Strategies</b> See also <a href="#"><u>text comprehension instruction</u></a>	<p>Comprehension strategies are tools used by readers to help them understand a text. Their use involves the activation of knowledge of the text's topic, vocabulary, grammar, syntax, purpose, medium, structure and so on. Comprehension strategies include predicting, sequencing, summarizing, skimming, scanning, re-reading and asking questions and using textual clues and other information to enhance understanding of what is being read.</p>
<b>Concept map</b>	A web diagram in which cells (circles) containing questions or ideas are linked by arrows, which are usually labeled. The purpose of the diagram is to represent the relationship between concepts.
<b>Consonant</b>	<ol style="list-style-type: none"> <li>1. Any speech sound characterized by constriction or closure at one or more points in the breath channel.</li> <li>2. A letter or symbol that represents a consonant.</li> </ol>
<b>Consonant Cluster</b>	A group or sequence of consonants that appear together in a word without a vowel between them. For example str and tch in stretch.
<b>Consonant-Vowel-Consonant (CVC) word</b>	A three letter word in which the letters follow the sequence consonant, then vowel, then consonant. For example cat, dog, sat, man, etc.

<b>Content Standard</b>	<p>A a statement of what students need to know and be able to do at the end of their primary schooling.</p> <p>In this curriculum, each content standard refers to one of forty-five skill elements relating to language arts. Each content standard has four components: (1) a number, (2) a short title, (3) a description of the skills covered and (4) learning outcomes that specify exactly which components of the skill need to be achieved at each particular grade level.</p> <p>When writing their annual plans, teachers should ensure that all content standards are adequately covered at some point during the year. Some content standards, for example <i>CS20 Apply Phonics Knowledge</i> require substantial teaching throughout all the lower division grades while others require minimal teaching at this level.</p> <p>When writing lesson plans or weekly schemes, teachers need to focus on the learning outcomes.</p>
<b>Context</b>	The situation surrounding the text, including the type of text, the means of communication, the purpose of the text, and the relationship between people interacting with it.
<b>Context Clue</b> see also <a href="#">comprehension strategies</a>	Information from the context (see above) that a reader can use to enhance comprehension.
<b>Creole</b>	see Kriol, below
<b>Critical comprehension</b>	Understanding the information in a passage and relating it to one's own experiences and values.
<b>Critical Thinking</b>	(1) The ability to solve real world problems (2) The ability to evaluate one's own thinking
<b>Critical Literacy</b>	1. The ability to use language for thinking and problem solving 2. The ability to connect a text to one's own reality
<b>Cursive</b>	Any system of writing in which the letters of a word are joined together.
<b>Decoding Skills</b> see also <a href="#">word attack skills</a> , <a href="#">phonics</a>	<p>The abilities needed to read and form words from written alphabet symbols, mainly phonics and sight word recognition.</p> <p>Students may be able to decode words, that is read them aloud correctly, without comprehending their meaning or the meaning of the text. For this reason, decoding skills must be taught alongside other comprehension strategies.</p>
<b>Defining Vocabulary</b>	A limited range of words used for the word definitions in learner's dictionaries
<b>Developmental Approach to Literacy</b>	<p>An approach to teaching reading and writing based on the identification of four distinct phases of development.</p> <p>Phase 1: Children read by looking for clues such as the colour or shape of the word. They may recognize common symbols, such as a STOP road sign. In this phase, children will scribble and may write some letter-like shapes.</p> <p>Phase 2: Children read by focusing on individual letters, usually the first and last letters, especially if they are consonants, of a word. They begin writing words in a similar way, that is by writing one or two letters.</p> <p>Phase 3: As phonics knowledge increases, children increasingly read and</p>

write words according to letter sounds, that is phonetically. In phases 2 and 3 inventive spelling is normal.

Phase 4: As children's knowledge of the alphabet code and of sight words becomes more sophisticated and extensive, their reading and writing approaches conventional norms. In this phase, most words are read automatically and most words are spelt correctly.

A developmental approach is consistent with this curriculum. Depending on their previous experiences, most students will enter school at phase 1 or phase 2. During Infant 1, most students will reach phase 3 and will continue at this stage through Infant 2. Some students will reach phase 4 in Standard 1, and development of this phase continues thereafter.

For students to move through the phases, they need lots of opportunities to read appropriate texts and lots of opportunities to engage in free, creative, writing. This implies that inventive spelling will feature strongly in Infant 1 and Infant 2 classes.

Handwriting also develops over time. Having students practice tracing letters for long periods of time is inconsistent with this approach. Instead, the letters of a student at phase 1 and the beginning of phase 2 may be barely recognizable. However, as the student progresses through phases 2 and 3, letter formation should become increasingly controlled and accurate.

### **Dialect**

A variety of a language spoken by a particular cultural group or in a particular region. The vocabulary and grammar of a dialect, especially when written, is usually similar to the standard form of the language. However, speech patterns, especially pronunciation and prosody may be very different.

Creoles, such as Belize Kriol, are usually sufficiently distinct from standard forms to be considered separate languages.

### **Differentiation**

See also [enrichment](#), [remediation](#)

Planning different instruction and/or setting different work for different students or groups of students according to their ability or other characteristics.

### **Digraph**

Two letters that, written together, represent one sound. For example ch (in *chop*), th (in *thumb*), sh (in *sheep*), ee (in *feed*), ay in *bay*, and ai (in *bait*).

### **Drop Everything and Read**

See sustained silent reading.

### **Echo reading**

An activity where a skilled reader reads a text, a sentence at a time, as the learner tracks. The learner then echoes or imitates the skilled reader.

### **Enrichment Strategies**

Activities and other techniques designed to improve the students' understanding beyond the base level of the lesson.

### **Etymology**

The study of the origins of words

### **Evaluation**

See *assessment*

### **Examinations**

see also *assessment*

End of unit or end of term tests designed to evaluate whether the learning outcomes covered have been achieved. Examinations are usually standardized so that all students are tested in the same way. This enables direct comparison between students.

Great care must be taken when designing exams to ensure that they are a fair way of testing the work covered for the term. As far as possible, exams should also reflect the teaching strategies and learning activities used.

Examinations must also test the achievement of curriculum learning outcomes.

**Expository Writing**

Text that explains an event, concept, or idea using facts and examples.

**Eye-voice span**

The average number of words that the eye is ahead of the voice in reading. Readers with poor eye-voice span are unlikely to read fluently or with appropriate intonation and stress.

**Fast Phonics**

A systematic, synthetic phonics programme developed by the Ministry of Education in Belize. In Fast Phonics, each phonemic sound is associated with a letter, an action, a story, a picture and a key word. Phonemes are divided into groups and taught in a specified order as follows:

- Group 1: s a t i p n
- Group 2: c/k e h r m d
- Group 3: g o u l f b
- Group 4: ai j oa ie ee or
- Group 5: z w ng v oo oo
- Group 6: y x ch sh th th
- Group 7: qu ou oi ue er ar

The use of Fast Phonics is consistent with this curriculum.

**First Language**

See also [Kriol](#)

The language a person learns first, at home, from their parents and caregivers. In Belize, it is rare for this first language to be standard English. The terms *first language*, *home language* and *native language* are usually used interchangeably: that is they are taken to mean just about the same thing.

Using a student's first language for instruction may be appropriate for lower division classes, especially when the student struggles to grasp information and concepts in English.

The National Language Policy also recognizes the important cultural and social role that languages other than English play in Belizean life. Schools can, and should, provide students with opportunities to use these other languages.

**Fluency**

The ability to read text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding.

Developing fluency is important because a student reading fluently is more likely to remember what is read and more likely to make connections with other knowledge and experience.

Fluency is different from accuracy. A student who reads words slowly with few mistakes is likely to be relying on phonics skills rather than recognizing words by sight. Reading fluency usually improves as sight word knowledge increases.

**Form (Language Form)**

see also [function](#)

The symbols of language and the way they are combined.

Studying word order, spelling, punctuation and traditional grammar involves the study of form. The accurate use of language form is seen as important because errors in word order, spelling, punctuation and so on can lead to, often unintended, changes in meaning.

**Free Writing**

see also [Developmental Approaches to Literacy](#)

Writing in which the students are authors: that is, the students write using their own original words.

All students, from Infant 1 up, need lots of opportunities to engage in free writing. As literacy skills develop, the length and complexity of a student's writing should increase.

**Function (Language**

The purpose of a word in a sentence or of a complete text. A functional

<b>Function)</b>	approach to language arts stresses the importance of how language is used to achieve a communicative purpose. The effectiveness of a piece of language use for getting something done is seen as more important than its accuracy in terms of spelling, grammar, and so on.
<b>Functional Task</b>	A learning activity based around the purposeful use of language. In lower division teaching, games can be used to create functional tasks within the classroom because students can learn language as they play the game. Situational role-plays, for example, the classroom shop, can also be used to create functional tasks.
<b>Genre</b>	A kind or type of text.  The term was traditionally applied to literature but is now applied to all spoken and written types of text. Within literature, there are three broad genres: poetry, prose and drama. However, these broad types can be subdivided into many classes of text, all of which can be called a genre, for example, comedy, tragedy, romance, science and history.
<b>Grammar</b>	The rules of a language, particularly those governing the way words relate to each other in sentences to make meaning.
<b>Grammar-at-the-point-of-writing</b>	A powerful instructional technique in which teachers intervene to discuss and correct grammar as the students write. This technique is opportunistic, in that teachers respond to whichever errors students make, and not just those that are the main focus of the lesson.
<b>Grapheme</b> See also <a href="#">alphabet code</a> , <a href="#">digraph</a> , <a href="#">phoneme</a> .	The written representation of a phoneme (sound). In English, graphemes are often single letters, for example the letter 'd' represents the sound /d/ as in <i>duck</i> . However, some sounds are represented by more than one letter, for example when 'oa' represents the long /o/ sound, as in <i>boat</i> , or when 'sh' represents the first sound in <i>shop</i> .
<b>Guided Reading</b>	When students read aloud with feedback from another person (teacher, parent, sibling, peer, etc), including shared reading in groups.
<b>Guided Questioning</b>	Guided questioning is a group or individual activity where learners are asked questions about a text both before and after they read it. They must find the answers in the text by reading it independently and silently. The technique is also used with listening passages.
<b>Guided Writing</b>	A technique in which students' original writing occurs in a structured lesson. Often the teacher presents a mini-lesson outlining the writing task before the students write their own material. As some students write independently, the teacher holds a writing conference with a small group of others.
<b>Home Language</b>	<i>See First Language</i>
<b>Homograph</b>	One of two or more words that have the same spelling but which differ in meaning and possibly pronunciation. For example <i>lead</i> (to conduct) and <i>lead</i> (metal)
<b>Homonym</b>	One of two or more words that have the same sound and the same spelling but differ in meaning, such as <i>bank</i> (embankment), <i>bank</i> (place where money is kept) and <i>bank</i> (lean to one side)
<b>Homophone</b>	One of two or more words, such as <i>night</i> and <i>knight</i> , that are pronounced the same but differ in meaning, origin, and spelling.

<b>Inference</b>	A conclusion based on reasoning
<b>Inferential comprehension</b>	Sometimes called interpretative comprehension. The ability to understand what is implied by a text rather than what is directly stated.
<b>Informal Assessment</b>	<i>See Assessment</i>
<b>Integrated Language Arts Teaching</b> See also <a href="#">integration (curriculum)</a> , <a href="#">writing process</a>	<p>Teaching in which listening, speaking, reading, writing and viewing skills are developed at the same time as the students study content-based written and spoken texts, usually on a clearly identified theme. In an integrated approach, there is no artificial separation of spelling from writing, literature or grammar. For example, spelling is one aspect of writing that needs to be learnt alongside all the others. This approach differs from one in which various skills are taught separately and explicitly.</p> <p>Independent original writing and the use of the writing process is an important part of integrated language arts teaching. Students write about a topic after they have talked and read about it. They then discuss their writing with the teacher and their peers and revise it.</p> <p>In an integrated approach to language arts, all forms of creative expression, including drawing, computing, dance and drama, are important.</p> <p>Central to planning integrated lessons are (1) the theme of the lesson (2) the relationship of that theme to the students' wider experiences and interests (3) the skills to be covered and (4) the links between the theme, the skills and the purpose of reading and writing activities.</p> <p>This curriculum is designed for an integrated approach to language arts.</p>
<b>Integration (Curriculum)</b> See also <a href="#">integrated language arts teaching</a>	A philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Rather than studying math or social studies in isolation, for example, a class might study a unit called The Sea, using math to calculate the depth and volume of the water, science knowledge to distinguish living and non-living things, social studies knowledge to understand why tourism is common in coastal communities and language arts skills to read and write about the topic.
<b>Intonation</b>	The pattern of pitch (highness and lowness of sound) in a spoken sentence.
<b>Inventive Spelling</b> see also <a href="#">developmental approach to literacy</a>	<p>The non-conventional spelling of a word by a student in the early phases of literacy development. Phases in the use of inventive spelling are: (1) the use of scribbles and random letters to represent words; (2) the use of prominent letters, for example initial and final consonants, to represent words (HS=house); (3) strictly phonetic spelling of words (<i>conshuss</i> = <i>conscious</i>); and (4) the increasing use of conventional spelling, even for irregularly spelt words.</p> <p>Allowing students to use inventive spelling is believed to encourage their creativity and deepen their understanding of the alphabet code. It also allows students to begin writing original sentences much earlier than if conventional spelling is emphasized. For example, in the first term of Infant 1, students can be asked to add a caption to a picture using inventive spelling (as above). By the end of Infant 1, many students should be able to write a short sentence of using phonetic spelling.</p> <p>Although inventive spelling should be allowed, this must be alongside a strong phonics programme and the teaching of common irregularly spelt "tricky words". As students progress from Infant 1 to Infant 2 and Standard 1, conventional spelling should be increasingly encouraged.</p> <p>This curriculum allows inventive spelling.</p>

**Kriol**

Kriol is the term used for the Creole language of Belize.

Kriol and English are two distinct languages. Although Kriol shares many vocabulary items with English, the grammatical structures of the two languages are very different. It is, therefore, not correct to refer to Kriol as broken English.

In Belize, many people use Kriol for the majority of their spoken interactions but prefer to use English when writing. This division between the spoken code and the written code is not unique to Belize but is a global phenomenon.

It is very important that students understand the difference between English and Kriol. They should be explicitly taught these differences through a process of contrasting items in the two languages.

In lower division, the same principles that apply to other first languages can also be applied to Kriol. However, in classrooms where Kriol is the dominant language, teachers should model English to the maximum extent, using Kriol only for special purposes. Teachers may decide to allow their students to use Kriol, especially in class discussions where expression and sharing opinions are important.

**K-W-L Chart**

A chart with three columns: K (what I already **know**), W (what I **want** to learn, and L (what I have **learned**).

The first column is usually completed in response to questioning led by the teacher. The second column is often completed after students discuss the topic as a class or in small groups. This column sets goals for the lesson. After completing the reading or activity, students discuss what they have learned to fill in the final column.

K-W-L encourages students to apply higher-order thinking strategies as they construct meaning from what they read and monitor their progress toward their goals.

**Language Arts**

A school subject that focuses on listening, reading, writing, speaking, and viewing skills.

In Language Arts, all skills, and sub-skills such as phonics, grammar, spelling and vocabulary, are taught together. Separate lessons for these sub-skills are inappropriate.

Language Arts teaching is usually based around content themes.

**Language Experience Approach**

A method of teaching literacy in which the students' own words, usually dictated to the teacher, are used for the classes reading texts. Often four steps are used: discussion, oral dictation, reading, and re-reading. This is an excellent approach following a shared experience such as a field trip.

**Learning Outcome**

A statement describing a specific skill that the students are expected to attain in a given period.

This curriculum is based on the attainment of specified learning outcomes at each grade level. Planning, especially lesson planning should be based on learning outcomes.

The learning outcomes for one grade level are linked, sequentially and hierarchically, to the learning outcomes of other grade levels. Thus the learning outcomes for Infant 2 follow on, but are different from those for Infant 1. Similarly, the Standard 1 learning outcomes are a progression from those of Infant 2.

**Lesson Objective**

A lesson objective is a statement of the intended outcome of the lesson, that is, a description of what students will have achieved by the end of it.

Writing a good lesson objective involves asking six questions: (1) What are

the overall goals of the current unit? (2) What knowledge and experience will the students bring to the lesson? (3) What will the students do during the lesson? (4) How, for example under what conditions, will they perform the activities? (5) To what degree/extent will the activity be accomplished? (6) How will the learning/activity be evaluated?

Lesson objectives need to be specific and measurable. For example: "By the end of the lesson students will have written five sentences using a series of adjectives to describe a noun," is a much better statement than, "By the end of the lesson students will have written five sentences." The first statement fully describes the intended activity whereas the second does not.

There are various, equally valid ways of writing lesson objectives. However, the following styles are commonly used:

- A: *After performing activity "X" students will do "Y" to extent "Z"*  
 B: *By the end of the lesson, students will have achieved "X", "Y" and "Z".*  
 C: *By the end of the lesson students will be able to . . . .*

Lesson plans should contain one or more lesson objectives. These objectives should logically link to the students' previous knowledge and experiences, lesson procedures and assessment strategies.

In an integrated approach to language arts it is not necessary to write separate objectives for listening, viewing, reading, writing and speaking. Often, objectives are clearer when these aspects are combined. For example, "After reading and discussing the Three Little Pigs, students will place five events in the correct order."

### **Lesson Plan**

See also, [annual plan](#), [unit plan](#), [lesson objective](#), [learning outcome](#), [differentiation](#), [enrichment](#), [mediation](#).

Lesson plans are guidelines for a lesson, written by the teacher, to structure learning for themselves and the students.

There is no standardized format for lesson plans. However, most lesson plans share common elements, including: *class*, for example Infant IIK; *time and date*; *number of students*; *length of the lesson*; *unit theme*; *lesson topic and sub-topic(s)*; *students' previous knowledge and experience*; *lesson objectives*; *materials to be used*; *texts to be used*; *references to materials consulted*; *lesson content*; *lesson procedures*, outlining the planned activities in sequence, usually with timing, and possibly including a hook and culminating activities; *assessment strategies*; *enrichment and remediation activities*; and *evaluation of the lesson*.

In language arts, the theme of the lesson focuses on content, whereas most of the other sections usually focus on skills. Lesson topics can be based broadly on the content standards of this curriculum and objectives can be based broadly on the learning outcomes.

A good lesson plan aligns: that is, there are clear, logical links, between the various sections. For example, there should be a clear link between the objectives and the students' previous knowledge and experience; the procedures should be a logical way of achieving the content; and the assessment strategies should allow the teacher to evaluate if the objectives have been achieved.

### **Literature-Based Approach**

*See text-based approach.*

### **Literacy**

Traditionally defined as the ability to read and write.

However, the ability to comprehend texts at a literal level is insufficient for effective functioning and communication and more recently multiple

literacies have been identified. These include functional literacy, computer literacy, visual literacy, media literacy, critical literacy, inferential literacy and creative literacy.

In order to prepare the student for modern life and in order to meet the requirements of this curriculum, all the above literacies need to be addressed.

**Literacy Centre**

A section of the classroom that has been set apart from the main classroom where students go individually or in small groups to carry out literacy activities. Literacy centres encourage independent learning and, when their use is integrated into regular lessons, they allow the teacher to work intensively with some students while others are engaged in centre activities. A good literacy centre encourages the meaningful and functional use of language.

Ideas for a lower division literacy centre include: reading books, games, personal journals, word searches, matching exercises, word and letter cards, unscramble the letters games, puppets, audio cassettes/cds of story books, puppets and toys, etc.

Many teachers build their literacy centres around a curriculum theme or a pretend location, for example, a shop, post office, police station, gas station, school, zoo, tourist site, or radio station.

**Literacy Centre Folders**

Each student can have a literacy centre folder in which they keep activities completed during their visit to the centre. A folder can also include forms on which the students can record and comment on these activities.

**Literacy Rich Environment**

A classroom that gives students the maximum opportunities to engage in both teacher directed and independent literacy activities through the provision of learning centres, reading books and by using effective classroom display. In a literacy rich classroom, for example, there will be many wall charts with ability-appropriate writing and pictures, including some words that the students may not yet be able to read.

**Literal comprehension**

Understanding the facts and surface details of what is written or said. Questions beginning who, what, when, and where usually test literal comprehension.

**Main Idea**

The chief topic of a text.

**Miscue Analysis**

An assessment technique in which the teacher listens to a student read aloud in order to record and analyse errors. For example, a teacher might observe that the student tends to guess words from the first letter or tends to misapply phonics rules. Once the errors have been diagnosed, corrective action could be undertaken.

**Morning Circle**

The daily gathering of the class as a group to discuss topics and share ideas, news and other items. Many teachers hold a morning circle at the same time every day.

**Morpheme**

The smallest, unit bearing unit of language. Root words, suffixes and prefixes are all morphemes.

**Morphology**

The system of the smallest units of meaning in a language, words and parts of words. For example, the word "uninterested" has three morphemes: *un*, changing the meaning from positive to negative, the root word, *interest* and *-ed* indicating the word is an adjective.

<b>Motivation</b>	<p>A student's desire to engage in the lesson/learning process.</p> <p>Some students are motivated by a desire to learn (intrinsic motivation), others respond to the prospect of rewards (extrinsic motivation).</p> <p>Motivation is an important factor in learning to read and one of the most important roles of the language arts teacher is to make reading enjoyable for students. Some ways of increasing motivation are: provide reading material that is interesting to the students; have a regular programme of uninterrupted sustained silent reading; set up an attractive classroom library and/or reading corner; and enthusiastically model reading.</p>
<b>Native Language</b>	<i>See First Language</i>
<b>Objective</b>	<i>See Lesson Objective</i>
<b>Onset</b>	The initial consonant sound or sounds of a syllable.
<b>Opportune Moments</b>	Much effective teaching can occur when a teacher responds to an event, statement, or error which provides an opportunity for teaching something not on the original lesson plan. Usually, these opportune moments lead to brief deviations in instruction before the teacher returns to the original plan.
<b>Orthography</b> See also <a href="#">alphabet code</a>	The writing system, including phonics and spelling, of a language. The orthography of English has been established over many generations by traditional usage. The orthography of some other languages, for example, Kriol has been developed more recently.
<b>Phoneme</b>	The smallest unit of sound in language. There are approximately 44 phonemes in standard English: 25 vowel sounds and 19 consonant sounds.
<b>Phonemic Awareness</b> See also <a href="#">phonological awareness</a>	The ability to distinguish between separate phonemes in speech. For example the ability to hear the sounds /c/ /a/ /t/ as separate sounds in the word cat. Good phonemic awareness aids the learning of phonics and other word decoding skills.
<b>Phonetic</b>	Relating to the relationship between sounds and symbols in language
<b>Phonetic Spelling/Writing</b>	Where words are written according to the usual sound-letter correspondences of the language.
<b>Phonics</b> See also <a href="#">alphabet code</a> , <a href="#">fast phonics</a> , <a href="#">phoneme</a> , <a href="#">grapheme</a>	<p>A method of teaching reading and writing based on linking the phonemes (sounds) of a language to written symbols (usually letters). Students are taught to blend letters/sounds together to read words and to segment spoken words into individual sounds in order to write them.</p> <p>Good phonics knowledge is essential if students are to learn to read and the use of a strong phonics programme is highly recommended. This curriculum assumes that phonics knowledge will be taught explicitly. The recommendation is that phonics teaching should occur for part of every language arts lesson throughout Infant 1 and regularly thereafter.</p> <p>Systematic, synthetic phonics programmes have recently been recommended by a number of major studies in a variety of countries. These programmes involve the explicit teaching of letter-sound relationships, one at a time, in a specified, planned order. Fast Phonics, Jolly Phonics, and All Star Phonics are examples of systematic synthetic phonics programmes.</p> <p><i>Note:</i> In English, phonics is made difficult because: (1) there are approximately 44 phonemes but only 26 letters; (2) there are approximately 19 vowel phonemes but only 5 vowel letters; (3) letters are used in a variety</p>

of ways (*see alphabet code*) (4) many words are not spelt according to the rules of phonics (*see tricky words*). Because of these “difficulties” it is essential that students are taught the whole of the alphabet code; thus phonics teaching should continue until all the common variations in spelling patterns, for example, different ways of writing the long vowel sounds, have been learnt. In this curriculum, the teaching of these variations begins in Infant II.

**Phonology**

The sound system of a language, ranging from the “basic sound” or phoneme level, to syllables and whole words. Pitch, stress and intonation patterns are also part of a language’s phonology.

**Phonological Awareness**

The ability to distinguish sounds in speech, including distinguishing between words, syllables, rhymes, onsets and rimes and phonemes.

**Pragmatics**

The use of language in different situations to achieve a speaker or writer’s purpose. For example, the use of polite forms in formal situations.

**Print Rich Environment**

*See Literacy Rich Environment*

**Prosody**

See also [phonology](#)

The patterns of stress and intonation in spoken language

**Readability**

How easy or difficult a text is to read.

Generally, a text is at the reading level of a student if he/she can read at least ninety percent of the words in it. However, the readability, or reading level of a text is also influenced by its total length, the average length of sentences, the structure of the sentences, the number of syllables in the words, the number of vocabulary words that are known/not known by the reader, the number of irregular spelling patterns, the familiarity of the reader with the topic, the lay-out of the text, including font, the use of pictures, the use of headings, the number of words per page and the structure of the text, including the logical sequencing of ideas and paragraphing.

In addition, the environment in which a text is read and the motivation of the reader affect its readability.

Most texts for lower division will have few words per page, lots of pictures, and a predominance of phonetically spelt words and simple sentence structures.

**“Read Aloud”**

A teaching technique in which a text is read aloud to a group or whole class of students by the teacher.

**Register**

A variety of language typically used in a specific type of communicative setting. For example, the same person uses language in different ways depending on whether they are at home talking to their children, at school, at work, in church and so on. Additionally, many people in Belize switch between standard English, Kriol and/or another language according to the situation and according to who they are speaking to.

It is important that students understand the differences between various registers and the appropriate circumstances for their use.

It is recommended that, except when using other languages for clear educational purposes, teachers should speak in standard English in the classroom (see Language Policy Statement, above).

**Remediation**

see also [differentiation](#)

Intervention to resolve a learning difficulty on the part of one or more students. Teachers should plan regular remediation activities for their weaker students.

<b>Reporting</b>	Schools need to report back to parents and guardians on their child's progress in the skill areas outlined by the curriculum. It would be impractical and inappropriate to give a separate grade for each of the content standards so a way of summarizing this information needs to be found. However, report cards should reflect the progress the student has made in meeting the content standards, so an exclusive focus on spelling, punctuation and grammar would not be appropriate.
<b>Rime</b> see also <u>onset</u>	The part of a syllable following the initial consonant cluster or the whole of a syllable that begins with a vowel sound. For example, in <i>shop</i> the onset is <i>sh</i> and the rime is <i>op</i> . In <i>egg</i> , the rime is <i>egg</i> .
<b>Rhyme</b>	A word that has the same ending sound as another. For example, <i>cold</i> and <i>bold</i> , <i>heat</i> and <i>sweet</i> .
<b>Scope and Sequence Chart</b>	In this curriculum, a table listing the content standards, when (sequence) and to what extent (scope) they should be taught. Creating a scope and sequence chart is an essential step in annual planning.
<b>Segmenting</b>	Dividing a word into parts, for example into syllables or phonemes.  The development of an ability segment words into syllables, onsets and rimes and phonemes is an important step in the process of learning to read and write. Students who can identify the different sounds that make up a word are more likely to understand and successfully apply phonics knowledge.
<b>Semantics</b>	The meaning, and the study of the meaning, of language.
<b>Sight Word</b> See also <u>tricky word</u>	Any word which is read automatically, that is, without sounding out or guessing. This includes both phonetically and unconventionally spelt words. A word becomes a sight word when it has been read often enough for it to become fixed in a reader's memory.
<b>Skill</b>	Ability to do something  In this curriculum, the content standards and learning outcomes describe language skills and the overall goal is that students become proficient in their use.
<b>Skill Area</b>	In this curriculum there are five skill areas: listening, viewing, speaking, reading and writing.
<b>Skill Element</b>	In this curriculum, elements of the skills of listening, viewing, speaking, reading and writing are further subdivided into various elements, expressed as content standards and learning outcomes.
<b>Spoken Text</b>	A coherent stretch of speech on any topic. For example, announcements, radio advertisements, conversations, directions, discussions, instructions, jokes, slogans, speeches and stories.
<b>Standard English</b>	English that is written and spoken according to conventional rules and norms.  In written English, these conventional rules and norms are widely agreed upon. They have become established and, with minor variations, are used by all writers of English everywhere. They are found in dictionaries, grammar

books and style guides. Thus, when it comes to writing, it is appropriate to refer to correct spelling, grammar and punctuation.

However, all over the world, when speaking English, people pronounce words and use spoken grammatical structures in different ways. This means that there may be many different appropriate ways of pronouncing a word or conveying a message. None of these spoken language variations is inherently superior to any other and no one way of pronouncing a word can be deemed as being correct. In contrast, there can be incorrect ways of pronouncing a word, for example, when a child pronounces the word *think* as *fink*.

Similarly, although there are local and regional conventions for speaking English, this does not mean that “anything goes”. Teachers need to help students distinguish between formal and informal structures, between appropriate and inappropriate structures and between standard English structures and those of Kriol.

The target language of this curriculum is standard English. This implies that teachers should model standard English in their speech and writing as far as possible: that is except when its use would hinder learning. In classrooms where most of the students are Kriol speakers, it is important that teachers do not erratically switch between standard English and Kriol.

Although, as is stated throughout this curriculum document, the use by the students of languages other than standard English may be both appropriate and beneficial, teachers should help students make the transition to using standard English.

*See Language Policy page 3*

### **Student-Centred Teaching/Learning**

Activity-based teaching that is focused on the needs, interests, previous experiences and abilities of the students.

In student centred teaching, with guidance from the teacher, students perform activities that enable them to construct new knowledge or develop new skills and attitudes. Students are often given choices and have to contribute their own ideas to the learning process.

Student-centred teaching is often based around content themes that are relevant to the students’ lives.

### **Sustained silent reading**

Reading in an uninterrupted manner for a significant period of time.

In sustained silent reading programmes, also called *Drop Everything and Read*, students are given time to read a book silently for ten to fifteen minutes every day.

Successful sustained silent reading programmes have the following characteristics:

- (1) Students read for a short period, at the same time, every day.
- (2) Students select their own books according to interest and ability.
- (3) Students have access to a range of book genres, both fiction and non-fiction, on a variety of topics written at different levels of difficulty.
- (4) The programme continues for the whole school year.
- (5) Students are not forced to write book reports and answer questions on everything they read.
- (6) In response to encouragement from the teacher, students motivate themselves rather than respond to compulsion, the threat of consequences, the promise of material rewards or other extrinsic motivators.
- (7) The teacher models silent reading for the students, in other words, as the students read, the teacher also reads.

<b>Syntax</b>	The rules governing the organization of phrases, clauses and sentences.
<b>Systematic Synthetic Phonics</b>	<i>see phonics</i>
<b>Syllable</b>	<p>A word or part of a word that contains a single, uninterrupted, vowel sound and associated consonants.</p> <p>The word <i>fingers</i> has two consonants (fing+ers); <i>church</i> is made up of a single syllable; <i>uninteresting</i> has five syllables (un+in+ter+est+ing) and video has three (vid+e+o)</p>
<b>Syllabication/ syllabification</b>	<p>The division of spoken or written words into syllables.</p> <p>The ability to identify the syllables of spoken words is one of the phonological awareness skills that help a student learn to read.</p>
<b>Target Language</b> See also <a href="#"><u>Bilingual Education.</u></a>	The language that instruction is designed to develop. In Belize, for most purposes, the target language is standard English.
<b>Text</b>	<p>A text is a unified piece of written or spoken words numbers used to express meaning. A text can be of any length and any genre. Thus, books, letters, emails, poems, newspaper articles, invoices, advertisements, spoken and telephone conversations, and so on, are all texts.</p> <p>The study of texts involves study of the meaning that is being communicated, the medium of communication, and its context, especially the relationship between the people involved.</p>
<b>Text-Based Approach</b>	<p>A method of teaching language and literacy skills in which spoken and written texts are used as the main vehicle for teaching a wide range of language and literacy skills.</p> <p>Usually, activities relating to a text are divided into three categories: pre-reading activities, during reading activities, and post reading activities. Pre-reading activities activate students prior knowledge of the topic and provide them with information and strategies to understand the text more effectively. During reading activities enhance comprehension and focus the students' attention on key parts of the text. Post-reading activities direct students to think, talk and write about texts to demonstrate various levels of comprehension, creativity and critical thinking skills. They usually lead to extended, original written work, a presentation or a dramatic performance</p> <p>Relevant content, especially when based on a teaching theme, can make texts more interesting and meaningful to students because they can relate their work to their own experiences. Students may also more easily understand how the skills of listening, viewing, reading, speaking and writing will help them in their own lives.</p> <p>A text can be used as a vehicle for teaching many language skills including reading and listening comprehension at a variety of levels, alphabet code knowledge, extended and creative writing, vocabulary and grammar rules. For example, texts can be effectively used to teach grammar, spelling and punctuation; when students identify a grammatical feature in a meaningful text they are much more likely to appreciate how and why it is used than if they encounter it in an isolated sentence. Furthermore, because well-constructed texts can provide students with a model of grammar-in-use they are more likely to use the same grammatical features in their own writing.</p> <p>The same text can be used for several consecutive lessons. Repeated</p>

reading of a text is likely to deepen students' comprehension and enhance their appreciation of its language use.

Teaching through texts makes planning thematic, integrated language arts lessons relatively easy because the same text, which may be based on a curriculum theme, can be used as a vehicle for teaching a wide range of language skills. Teachers can use a text from another subject area, such as social studies or science, during a language arts lesson. For example, a text about fruits can be used to illustrate how writers can use adjectives to make a passage more interesting.

Both the BJAT and PSE tests require students to demonstrate their comprehension of and ability to respond to texts. These responses can be evaluated for critical, inferential, critical and creative comprehension as well as for the ability to use language accurately.

### **Text Comprehension Instruction**

see [comprehension strategies](#), [context clues](#)

Explicitly teaching students strategies to improve their understanding of texts. Strategies include predicting, asking questions, using context clues, sounding out words and word attack skills.

Students can be taught to monitor their comprehension by asking: (1) What do I understand? (2) What do I not understand? and, (3) What can I do to understand this better?

Students can be taught to use web-diagrams to analyse their comprehension of a text.

Text comprehension instruction should begin in lower division.

### **Themes/Thematic Approach**

see also [student-centred teaching](#), [annual plan](#), [unit plan](#), [text-based approach](#), [whole-language approach](#)

(See also page 140)

A content topic linking a unit or series of lessons.

This curriculum does not specify themes. Instead, teachers are encouraged to develop their own themes based on topics that will be of interest to their students. Language Arts themes can also be drawn from other subject areas. A teacher can choose as a theme any topic they like. Teachers may also ask students to suggest themes.

In the [thematic approach](#), content themes are used to link the development of language skills to topics of interest to the students. Activities designed to help students achieve various reading, writing, listening, viewing and speaking learning outcomes are connected to the theme and the same theme is then used for a unit or for a series of lessons.

The use of a thematic approach is strongly recommended.

### **Timetable Allocation**

The amount of time devoted to a subject in a particular week.

This curriculum does not mandate a minimum or maximum time for any subject. However, it is mandatory that timetables refer to **Language Arts** as an integrated subject. In other words, it is not appropriate for schools to timetable phonics, grammar, spelling, comprehension, creative writing and so on as separate subject areas.

### **Transitional Bilingual Education**

See *Bilingual Education*

### **"Tricky" Word**

see also [sight word](#), [word wall](#).

A word that is not phonetically spelt, that is, which does not follow the usual rules of the relationship between sounds and letters. For example, *eight*, *doubt*, and *yacht*.

Many of the most commonly used words in English are "tricky" words. For fluent reading, these words have to be learnt as sight words.

**Uninterrupted Sustained Silent Reading**

See *Sustained Silent Reading*

**Unit Plan**

See also [annual plan](#), [content standard](#), [learning outcome](#), [lesson plan](#), [objectives](#), and [theme](#).

The academic year should be divided into a number of units, each lasting a specified amount of time, for example, a calendar month or a number of weeks. It is usual for each unit to have a content theme, such as transport, family life, or insects. These themes can, but do not have to be, drawn from other subject areas.

The purpose of the unit plan is to structure several weeks of teaching in a coherent and logical way. A good unit plan: incorporates all the skill areas of listening, viewing, speaking, reading and writing; gives students a range of learning experiences in whole class, small group, and individual situations; and contains a range of assessment strategies.

A unit plan can contain the following elements: Class (e.g. Standard 1P); number of students; duration of unit (weeks); number of expected lessons, taking into account holidays, trips and other events; the content theme; the curriculum content standards to be covered, (divided into listening, viewing, speaking, reading and writing); broad goals or objectives, based on curriculum learning outcomes; teaching strategies; student learning activities; teaching materials, texts, including stories and other books that the students will be exposed to; assessment strategies; and references listing the materials consulted during the creation of the unit.

While there is no correct length or level of detail for a unit plan, it is not necessary to replicate the level of detail normally found in a lesson plan. A good unit plan can be written in three or four typed pages.

**Usage**

The way language is commonly used in practice. Especially in speech, common usage may often vary from the technically correct forms found in grammar books.

**Visual Literacy**

The ability to understand and interpret pictures, maps, diagrams, charts, photographs, logos, icons, works of art and other images.

**Web-diagram**

see also [concept map](#)

A chart with an idea in the centre, usually contained in a circle, from which arrows radiate to related ideas. Also called spider diagram.

**Weekly Scheme**

A plan outlining teaching for a week. Weekly schemes should have various components, for example, topic, sub-topic, previous knowledge and experience of the students, content (with examples), teaching strategies, learning activities, assessment and evaluation.

A weekly scheme should clearly show which activities are planned for which day. This is most easily done by having the days of the week as subheadings in each of the sections.

**Whole Language Approach**

A method of teaching students to read by emphasizing the meaning of writing rather than its form or mechanics. Students frequently read and respond to stories and other "real-life" texts. The explicit teaching of phonics and grammar in isolation from texts is relatively rare in this approach.

Although teachers may use the whole language approach, the underlying philosophy of this curriculum is that explicit skills-based instruction plays an important role in language and literacy development.

**Word Attack Skills**

See also [context clues](#), [decoding skills](#)

Word attack skills are a range of abilities that allow a reader to interpret the meaning of a written word. Word attack skills include phonics; interpretation of capital letters, punctuation and the use of paragraphs; the use of grammatical, morphological and etymological clues; comparison with similar, known words; and the use of other textual clues.

**Word wall**

A collection of target words, written in big writing, organized on a classroom wall, used to teach “tricky” words and vocabulary.

To be effective, a word wall must feature regularly in teaching. It can be used to teach phonics and other spelling principles and can provide students with a reference for their own reading and writing.

Words should be added gradually and practiced regularly. Word wall activities can include discussion and games.

**Writing Process**

A series of steps designed to improve the creation of original writing. The steps can include: (1) identifying the topic, audience and purpose of the writing; (2) gathering information; (3) categorizing, organizing and reviewing information and ideas; (4) creating an outline or plan (5) writing a first draft (6) editing, revising, writing a final draft and presenting.

Although students are not expected to use all the steps of the writing process for every piece of work, they should become progressively skilled at applying the various steps and the process as a whole.



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Items marked \* are have been published on-line and can be accessed free of cost.

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## Internet Sites

See relevant sections of the curriculum web.