
Primary School Curriculum

English Language Arts

Department of Education
Bermuda
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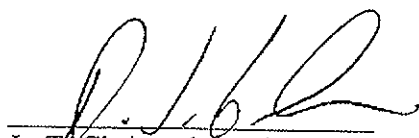
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s primary schools.


J. T. Christopher, Ph.D.
Chief Education Officer

ACKNOWLEDGEMENTS

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The restructured curriculum development process began in 1994 under the leadership of Dr. Helen Stemler, Restructuring Curriculum Coordinator. During 1994-1995, the writing teams in the various content areas developed the frameworks for the entire curriculum development process. From 1995-1997 the curricula for the middle level were created. Thanks also to Dr. Gina Tucker, Curriculum Coordinator 1998-1999. Special thanks to Mrs. Kalreta Conyers-Steede, Education Officer Business Studies, who coordinated the final production of these curriculum documents 1999-2006.

These documents would not have been completed without the support of a very hardworking, dedicated group of people - the secretarial/support staff who typed and assisted with numerous tasks associated with completing these documents. This group includes the following persons:

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OVERVIEW

The aim of the primary school is to provide for the academic achievement, personal development and group citizenship of early adolescents. In keeping with this aim, the organizational patterns appropriate to the developmental needs of five to twelve year-old students need to be provided.

The curriculum is composed of a common body of knowledge with emphasis placed on mastery skills and achievement measured according to each student's abilities. The development of positive attitudes toward learning, self and others is a basic component of Bermuda's primary school programme. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement. Educational development at the primary level should provide adequate preparation for continued experiences. To create an atmosphere of accomplishment in which each student has opportunities for growth, emphasis is placed on:

- opportunities for sharing enriching experiences, creative expressions and exposure to ideas
- enhancement of personal abilities with opportunities to pursue and express them through diversity and supportive activities
- development of a growing sense of responsibility, integrity, self-discipline, reliable judgement and self-respect in each student
- encouragement of acceptance of their roles and responsibilities in the educational process with confidence, enthusiasm and appropriate social and academic behaviours
- provisions of time and opportunity for ethical growth and for the development of responsible values and character

The curriculum guide contains three (3) sections beginning with the Introduction. The cited twelve goals of education direct instructional outcomes in all primary school subjects. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the primary school programme of instruction and contains an overview for Phase A and B that includes: primary rationale, year level requirements, adopted materials of instruction, phase outline, correlation matrix and modules. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains resources of valuable support for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for primary level education. These twelve (12) goals enable primary level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

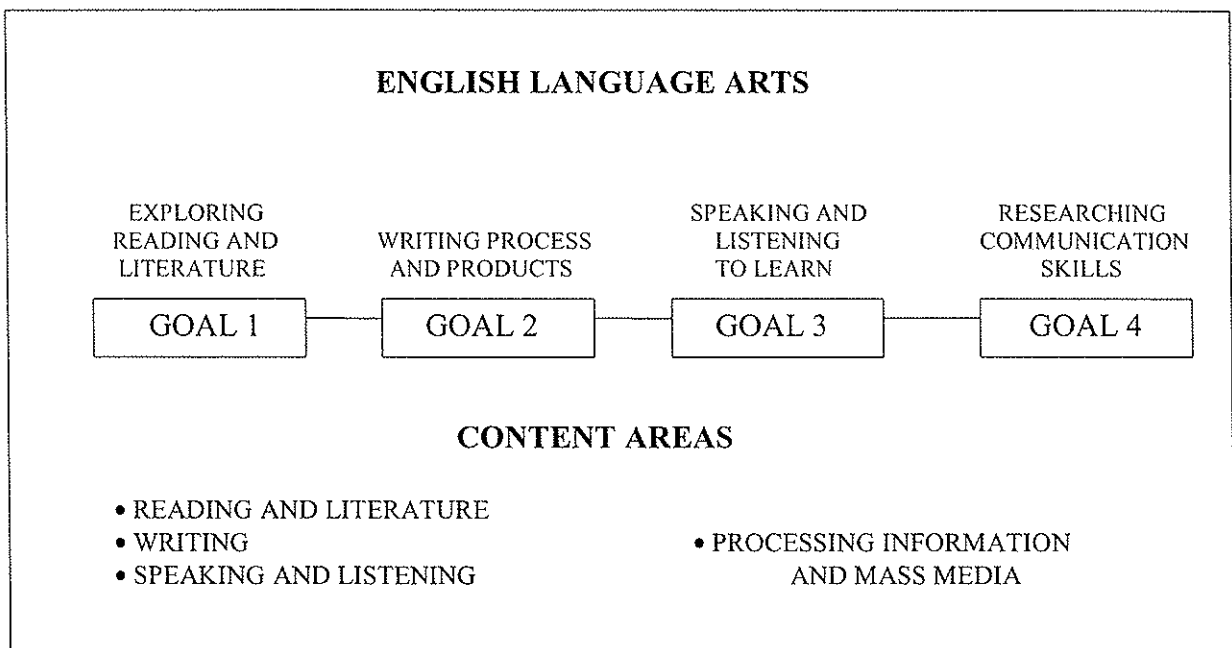
CURRICULUM AND INSTRUCTION FOR ALL STUDENTS

All primary schools will have common programmes designed to offer nine subjects to all students and to give them a knowledge base which will equip them with a foundation that will prepare them to move to the middle school level. There will be a basic core curriculum that will include English language arts, mathematics, science and social studies. These subjects will be supported by a variety of encore subjects, such as health education, physical education, information technology, music and visual arts. Information technology will also be integrated into all subject areas. An integrated curriculum is a meaningful approach to primary instruction that assists students to transfer knowledge within and across all subjects and apply skills and processes developed in subjects to real life Bermuda issues.

It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the primary school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

ENGLISH LANGUAGE ARTS PHILOSOPHY

The English Language Arts programme is designed to have students develop the knowledge, attitudes and skills necessary for literary competency and fluency in expressive and receptive communication: in reading, writing, speaking, listening and viewing. These communication modes are best taught through an integrated balanced literacy approach. The ability of students to communicate effectively - to read and write for information and pleasure - is the foundation. English language arts development takes place in school environments, which emphasize students becoming effective communicators and critical and creative thinkers as they construct meaning from print and non-print sources using multimedia and technology.



**ENGLISH LANGUAGE ARTS
GOALS AND SUBGOALS**

GOAL 1 **EXPLORING READING AND LITERATURE**

STUDENTS WILL USE APPROPRIATE READING STRATEGIES IN ORDER TO UNDERSTAND, REFLECT, EVALUATE AND ENJOY A VARIETY OF TEXTS.

- Subgoal 1.1** Students will experience reading by having exposure to a variety of reading selections, including choosing materials based on personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally.
- Subgoal 1.2** Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature.
- Subgoal 1.3** Students will demonstrate competence in the general skills and strategies of the reading process.
- Subgoal 1.4** Students will demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres.
- Subgoal 1.5** Students will demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts.
- Subgoal 1.6** Students will demonstrate competence in using different information sources, including those of a technical nature to accomplish specific tasks.

GOAL 2 **WRITING PROCESS AND PRODUCTS**

STUDENTS WILL DEMONSTRATE THE ABILITY TO WRITE FLUENTLY AND ACCURATELY TO EXPRESS PERSONAL IDEAS, TO INFORM AND TO PERSUADE.

- Subgoal 2.1** Students will experience writing as a way of knowing and communicating; students will use the composing process flexibly.
- Subgoal 2.2** Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing.
- Subgoal 2.3** Students will use appropriate conventions of usage, mechanics and grammar to write effectively.
- Subgoal 2.4** Students will apply reflective, critical and creative thinking when writing for an identified audience.

Subgoal 2.5 Students will gather and use technology information effectively for research purposes.

GOAL 3 **SPEAKING AND LISTENING TO LEARN**

STUDENTS WILL ADJUST THEIR ORAL, EXPRESSIVE AND RECEPTIVE LANGUAGE TO COMMUNICATE EFFECTIVELY WITH A VARIETY OF AUDIENCES AND FOR DIFFERENT PURPOSES.

Subgoal 3.1 Students will use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively.

Subgoal 3.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in oral language.

Subgoal 3.3 Students will develop language and acquire information through listening and responding.

GOAL 4 **RESEARCHING COMMUNICATION SKILLS**

STUDENTS WILL USE MASS MEDIA AND INFORMATION PROCESSING EFFECTIVELY AS BOTH AN ENTERTAINMENT MEDIUM AND A SOURCE OF INFORMATION.

Subgoal 4.1 Students will use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of (language related) problems.

Subgoal 4.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in using mass media and information processing.

Subgoal 4.3 Students will use a variety of technological and informational resources to locate, gather and synthesize information and communicate knowledge.

• **Students with Diverse Needs**

Teachers of students with some types of special needs are encouraged to use the English Language Arts (ELA) framework flexibly to validate that communication may be expressed or received by students in a variety of ways.

Not all students can read, write, speak and listen in the traditional sense or at the level expected for their grade. Teachers will need to be sensitive to this reality and accommodate individual needs by adapting instruction and assessment or using alternative communications media (e.g. voice-activated computer, sign language and interpreters, Braille, communication boards, audio). When words such as *speak*, *write* or *read* are used in this document, they should be broadly interpreted to include such adaptations.

GOAL 1	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Students will experience reading by having exposure to a variety of reading selections, including choosing materials based on personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally.	• understand that reading is a way of gaining information about the world • create mental pictures for concrete information they have read • use picture clues and picture captions as an aid to comprehension • decode unknown words using basic elements of phonetic analysis (e.g. common letter/sound relationships) and structural analysis (e.g. syllables, basic prefixes and suffixes)	• make and confirm predictions about what will be found in a text • effectively decode unknown words using a glossary and dictionary • adjust speed of reading to suit purpose and difficulty of the material • recognize when a text is primarily intended to persuade • decode words not recognized immediately using phonetic and structural analysis techniques, the syntactic structure in which the word appears and the semantic context surrounding the word	• generate interesting questions to be answered while reading • reflect on what has been learned after reading • identify specific devices an author is using to persuade readers • use specific strategies to clear up confusing parts of a text e.g. re-reads the text, consults another source, asks for help • represent abstract information (e.g. concepts, generalizations) as explicit mental pictures	• independently apply the reading process and strategies to works that are of substantial length, developmentally appropriate with regard to complexity of topic(s), hierarchical structure and conceptually appropriate • understand the defining features and structure of genre • demonstrate an understanding of literary works considered classics or works of enduring quality and substance • demonstrate a familiarity with a variety of classic American, British and world literature and their

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Cont'd.	- comprehend the basic plot of simple stories and articles - make simple inferences regarding “what will happen next” or “how things could have turned out differently” - comprehend the main idea of simple expository information - recognize characteristic sounds and rhythms of language - make valid observations about the use of words	- recognize when they are confused by a section of text - represent concrete information (e.g. persons, places, things, and events) as explicit mental pictures - are aware of the geographic information important to the stories they read - use specific aspects of a piece of literature to better understand the actions of others in their lives - share responses to literature with peers	- understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written - accurately identify author’s purpose - accurately identify author’s point of view - understand that people respond differently to literature - identify specific interests and the literature that will satisfy those interests	- authors - identify the plots, characters and significance of selected works of ancient literature, including selected works of philosophy, poetry and drama - demonstrate an understanding of the Bible as literature - relate personal response to the text with that intended by the author - identify the simple and complex actions between main and subordinate characters in texts containing complex character structures

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Cont'd.	• make valid observations about the use of language at home as opposed to the use of language in school • when prompted by the teacher recite the texts of a variety of familiar rhymes • demonstrate a knowledge of the plots and major characters of selected classical fairy tales, folktales, legends and fables from around the world • identify the characters and simple story lines in selected classical myths	• identify the main characters in works containing only a few basic characters • explain how characters or simple events in a work are like people or events in one's own life • understand simple dialogues and how they relate to a story • use chapter and section headings, topic sentences and summary sentences to construct the main ideas • independently apply the reading process and strategies to passages from fantasies, fables, and	• identify the main and subordinate characters in works containing complex character structures • explain how the motives of characters or the causes for complex events in texts are similar to and different from those in one's own life • understand extended dialogues and how they relate to a story • recognize the use of specific literary devices (e.g., foreshadowing, flashback, progressive time, and digressive time)	• make abstract connection between one's own life and the characters, events, motives and causes of conflict in texts • understand complex dialogues and analyzes the stylistic effect of those dialogues on a story • analyze the effects of complex literary devices on the overall quality of a work • analyze the effectiveness of complex elements of plot • students will experience reading by having exposure to a variety of reading selections, including choosing materials based on

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Cont'd.	• demonstrate a basic familiarity with selected fiction and poetry • demonstrate a basic familiarity with selected works of non-fiction	fairy tales, mysteries, realistic fiction, adventure stories and humorous stories that are relatively short and developmentally appropriate • demonstrate a basic familiarity with a variety of selected classic fiction, folktales and poetry • demonstrate a familiarity with a variety of selected non-fiction • independently apply the reading process and strategies to passages from myths and historical fiction, biographic and autobiographic passages that are	• recognize complex elements of plot (e.g., setting, major events, problems, conflicts, and resolutions) • identify the defining characteristics of classical literature • demonstrate a familiarity with the plots and characters from selected classical mythology • demonstrate an understanding of selected works of fiction, drama and non-fiction • demonstrate an understanding of a variety of selected contemporary fiction	personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Cont'd.		relatively short and developmentally appropriate • independently apply the reading process to letters and diaries • independently apply the reading process and strategies to passages about social studies and general science that are relatively short, developmentally appropriate • apply the reading process and strategies to directions or procedures for information	• demonstrate a familiarity with selected poets and poetry • understand the defining features and structure of myths at this developmental level • understand the defining features and structure of mysteries, realistic fiction, adventure stories and humorous pieces at this developmental level • understand the defining features and structure of biographies and autobiographies at this developmental level	

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Cont'd.			understand the defining features and structure of letters and diaries at this developmental level	
1.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature.	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature
1.3 Students will demonstrate competence in the general skills and strategies of the reading process.	understand and apply how print is organized and read and use a variety of word attack and comprehension skills	apply skills and strategies in word attack, vocabulary and comprehension	extend comprehension vocabulary development and apply critical reading skills	students will demonstrate competence in the general skills and strategies of the reading process

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.4 Students will demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres.	• apply comprehension strategies before, during and after listening, viewing and reading to achieve meaning • include main idea and supporting details, paraphrasing a story (beginning, middle, ending), identifying setting and characters and differentiating narrative/expository prose	• incorporate reading into their personal value system by developing their own purposes for reading, identifying and reading specific literature and • effectively use various resources to locate literature and other printed media that relates to their enjoyment and information needs • understand literary terms. These include, but are not limited to plot analysis (inciting incident, exposition, rising action, climax, falling action, resolution),	• read and demonstrate awareness of the following literary genre, their structure and characteristics: fiction, non-fiction, poetry, drama • extend knowledge of figurative language, including metaphor, simile, personification, hyperbole, onomatopoeia • apply appropriate study skills, including taking notes, outlining and using memory devices • develop personal learning goals through the use of a daily planner and by managing long term projects and the	• students will demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.4 Cont'd.		flashback, character (protagonist, antagonist) and theme	language arts portfolio	
1.5 Students will demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts.	students will comprehend the main idea of simple expository information and grade level reading materials	use the characteristics of information texts as an aid to comprehension and begin to apply critical reading skills to these sources	understand the defining features and structures of content area textbooks and apply the reading process to passages of moderate length	independently apply the reading process and strategies to social studies texts, history texts, science, economics texts and primary source historical documents that are of substantial length, developmentally appropriate with regard to complexity of topic(s), structure and are conceptually appropriate

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.5 Cont'd.		- understand the use of the various parts of a book (index, table of contents, glossary, appendix) - attempt to identify the author's purpose and point of view when reading expository information - identify simple hierarchic structures in informational texts (e.g. one main idea or concept) - recognize when a text is primarily intended to persuade	- seek peer help to understand information - identify information-organizing strategies that are personally most useful - read for a variety of purposes including to answer a specific question, to form an opinion and to skim for facts - identify complex, explicit hierarchic structures in informational texts (e.g., two or more explicit main ideas or concepts with supporting or illustrative detail)	- independently apply the reading process and strategies to editorials and news stories that are at least 1,500 words in length, developmentally appropriate with regard to complexity of topic(s) and are conceptually appropriate - understand the defining features and structure of essays at this developmental level - accurately interpret information from and detect inconsistencies in a data matrix - follow basic linear paths in organizational charts

GOAL 1 Cont'd.	Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.5 Cont'd.			• generate implied generalizations from informational texts along with the specific information that supports these generalizations • recognize when information presented in a text is new knowledge and describe how it can be used • understand common technical terms used in informational text • use the various parts of a text (index, table of contents, glossary) to locate specific information	• identify major sections in schematic diagrams • demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts

GOAL 2	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Students will experience writing as a way of knowing and communicating; students will use the composing process flexibly.	- dictate or write stories or essays based on their own experience, with a sequence of events that make sense - dictate or write stories or essays that have some evidence of a beginning, middle and ending - write detailed descriptions of familiar persons, places or objects - revise writing by improving sequence, providing more descriptive detail or adding more variety of sentence types	- demonstrate competence in expository writing and persuasive writing - demonstrate competence in writing essays that speculate on causes and effects - demonstrate competence in expressive writing, autobiographical writing and narrative writing - write legibly	- draft, revise, edit and proof-read written work - demonstrate competence in expository writing - demonstrate competence in writing essays that speculate on problem/solutions, causes and effects, autobiographical incidents and biographical sketches - demonstrate competence in writing persuasive essays - demonstrate competence in writing narratives	- use personal response to text as a basis for writing - write compositions that clearly fulfill different purposes, including narratives to entertain and to stimulate emotion - demonstrate competence in writing expository essays - demonstrate competence in writing persuasive essays, including evaluation, interpretation, and speculation about problem/solution and causes and effects - demonstrate competence in writing descriptive essays

GOAL 2 Cont'd.	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Cont'd.			• write compositions that show clear evidence of descriptive language that clarifies and enhances ideas • write compositions that have some explicit transitional devices • write compositions that use a variety of sentence structures • make limited but appropriate use of technical terms and notations in writing	• demonstrate competence in writing fictional, biographical, autobiographical and observational narrative essays • make effective use of a variety of techniques for providing supportive details

GOAL 2 Cont'd.	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Cont'd.				• use vocabulary that stimulates the imagination of the reader • make effective use of technical terms and notations in writing • write compositions that have no significant errors in punctuation, capitalization and usage of personal, relative, demonstrative, reflexive and indefinite pronouns and collective nouns

GOAL 2 Cont'd.	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing.	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing
2.3 Students will use appropriate conventions of usage, mechanics and grammar to write effectively.	- write compositions that contain complete sentences - write compositions that make effective use of very general, frequently used words to convey basic ideas	write compositions that have few significant errors in the use of pronouns, adjectives and adverbs and conjunctions	write compositions that contain complete sentences and use correct paragraph structure to convey their ideas	- write compositions that use a variety of transitional devices - write compositions with a variety of sentence structures and lengths

GOAL 2 Cont'd.	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.3 Cont'd.	• write compositions that show some attention to the proper use of pronouns, adjectives and adverbial forms • write compositions that show some attention to the proper use of coordinating conjunctions • write compositions that show some evidence of correctly spelling common, frequently used words	• write compositions that have few significant errors in the spelling of common, frequently used words • write compositions that have no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns, titles, ending punctuation marks and shows some attention to the common uses of commas	• write compositions that have no significant errors in the use of nouns, pronouns, adjectives, adverbial forms and coordinating conjunctions • write compositions that have no significant errors in the spelling of frequently used words and shows some attention to the correct spelling of commonly misspelled words and less common words	• write for specific purposes - for business or professional communication • use appropriate conventions of usage, mechanics and grammar to write effectively

GOAL 2 Cont'd.	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.3 Cont'd.	• write compositions that have few significant errors in the capitalization of words that begin sentences and show some attention to the capitalization of proper nouns • write compositions that have few significant errors in the use of a period as the end punctuation mark and shows	• write compositions that show some attention to the proper use of commonly confused terms	• write compositions that have no significant errors in the common conventions of capitalization, ending punctuation marks, common uses of commas and shows some attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe and quotation marks • write compositions that have few significant errors in the proper use of commonly confused terms and shows some attention to the proper use of clichés	

GOAL 2 Cont'd.	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.4 Students will apply reflective, critical and creative thinking when writing for an identified audience.	• give some attention to the use of the question mark • write compositions that have few significant errors in the formation of verb tenses and plurals • dictate or write personal and descriptive compositions • make an attempt to self-edit • students will dictate or write personal and descriptive compositions	• write narrative, descriptive, expository and persuasive compositions • make some attempt to identify strengths and weaknesses in own writing • seek help from others to improve writing • write stories or essays that show an awareness of an intended purpose • write compositions that show some attempt to use descriptive language that clarifies and enhances ideas	• use direct feedback from peers to revise content of a composition • write for public and private audiences	• use appropriate conventions of usage mechanics and grammar to write effectively • write compositions that are clearly focused for different audiences • write compositions that have strong overall sense of cohesion • write compositions that exhibit a clear personal style and voice • apply reflective, critical and creative thinking when writing for an identified audience

GOAL 2 Cont'd.	Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.4 Cont'd.	- dictate or write personal and descriptive compositions - make an attempt to self-edit and to help edit classmates' writing			- understand personal writing strengths and weaknesses and use strategies to enhance strengths and overcome weaknesses - write compositions that demonstrate effective use of descriptive language that clarifies and enhances ideas
2.5 Students will gather and use technology information effectively for research purposes.	use familial resources for writing personal narratives	utilize secondary sources when writing compositions	utilize primary and secondary sources when writing compositions	students will gather and use technology information effectively for research purposes

GOAL 3	Students will adjust their oral, expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Students will use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively.	- when prompted, make relevant contributions in class and group discussions - ask questions to help clear up personal confusion about a topic	- actively contribute to group discussions - ask questions in class when he or she is confused - listen to classmates and adults without interrupting - read compositions to the class - make eye contact while giving oral presentations - compare the uses of language in the home, community and school	- apply human relation skills in communicating with others for a variety of purposes - include listening, resolving conflicts, practising etiquette, using appropriate non-verbal communication, conversing, practising poise and using appropriate voice and rate of speech - develop ideas for an oral presentation by setting a purpose, identifying, maintaining and limiting a topic and organizing ideas for logical presentation	students will use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively

GOAL 3 Cont'd.	Students will adjust their oral, expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in oral language.	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening	students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in oral language
3.3 Students will develop language and acquire information through listening and responding.	- deliver ideas for an oral presentation. This includes, but is not limited to, maintaining logical sequence in an oral presentation and reading orally with expression - when prompted, recount personal experiences or reports on personal knowledge about a topic	- deliver an oral presentation. This includes, but is not limited to, reciting a poetry selection and presenting a simple oral report, participating in creative dramatics, choral reading and story-telling - make some effort to have a clear main point when speaking to others	- read orally with appropriate expression and phrasing to convey meaning - apply communication skills to respond to literature, engage in class discussions and participate in cooperative groups	students will develop language and acquire information through listening and responding

GOAL 3 Cont'd.	Students will adjust their oral, expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.3 Cont'd.		• make observations about specific uses of own language • ask and seek to answer questions regarding the characteristics of various places outside the local community and the people who live in those places • ask and seek to answer questions about people and places in one's local community (e.g. school, neighbourhood) • use encyclopedias to gather information for research topics • use key words, indexes, cross references and letters on volumes to find information for research topics	• develop and deliver formal and informal presentations. These include, but are not limited to providing directions or instructions, conducting an interview, presenting an informative speech	

GOAL 3 Cont'd.	Students will adjust their oral, expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.3 Cont'd.		• use multiple representations of information (e.g., maps, charts, photos) to find information for research topics • have a basic understanding of the concept of a primary source		

GOAL 4	Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Students will use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of (language related) problems.	• formulate questions about family or background that would require consulting family artifacts and other family records of the past • use encyclopedias to gather information. Use dictionaries and references to gather information • use key words, indexes, cross references and letters on volumes to find information for researching information • access information sources using mass media print and non-print (video, television, Internet)	• use encyclopedias, dictionaries and reference materials to gather information for research topics • use key words, indexes, cross references and letters on volumes to find information for research topics • use multiple representations of information (e.g., maps, charts, photos) to find information for research topics • have a basic understanding of concept of a primary source • access information sources using mass media print and non-print (video, television, Internet)	• gather and synthesize data for research topics from interviews and field surveys • gather information for research topics using note taking • separate information gathered for a research topic into major components based on appropriate criteria • examine critical relationships between and among elements of a research topic • be able to use library resources • access information sources using mass media print and non-print (video, television, Internet)	• accurately interpret information from and detect inconsistencies in a data matrix • follow basic linear paths in organizational charts • identify information in schematic diagrams • use library to gather information for research purposes • synthesize a variety of types of visual information including pictures and symbols when researching a topic • access information sources using mass media print and non-print (video, television, Internet)

GOAL 4 Cont'd.	Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Cont'd.			• use references to gather information for research topics • interpret political and social messages of political cartoons • apply the reading process and strategies to directions or procedures • form explicit conclusions regarding appropriate language use based on observation • understand those factors that commonly affect the use of language	• make extensive use of primary sources when researching a topic and make careful consideration of the motives and perspectives of the authors of those sources • make in-depth analysis of the validity and reliability of primary source information and use information accordingly in reporting on a research topic • identify and use "likely informants" to gather information for research topic

GOAL 4 Cont'd.	Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Cont'd.			• use a computer to gather information for research topics • use magazines, visuals newspapers, dictionaries, schedules and journals to gather information for research topics • make limited but effective use of primary sources when researching topics • consider the importance of primary sources from the perspective of the validity and reliability of the information	• conduct research using data from in-depth field studies • synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies • identify and defend research questions and topics that will be important in the future • create bibliographies for research topics • use cross referencing while gathering information for a research topic

GOAL 4 Cont'd.	Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Cont'd.			• take photographs or make short videos or sketches as a way of collecting field data for a research project • create bibliographies for research topics	• write a basic description of events to record information for research purposes • summarize dialogues for the purpose of collecting information for research purposes • use government publications to gather information for research purposes • use microfiche to gather information for research purposes • use a variety of news sources to gather information for research purposes

READING AND LITERATURE (1 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.1 Students will experience reading by having exposure to a variety of reading selections, including choosing materials based on personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally.	• apply knowledge of how print is organized and read • read from left to right and top to bottom • match spoken words with print • identify letters, words and sentences • apply phonetic principles to reading • use beginning and ending consonants in decoding single-syllable words • use vowel sounds in decoding single-syllable words • blend beginning, middle and ending sounds to recognize and read words • use word patterns	• read and comprehend a variety of fiction and non-fiction selections • relate previous experiences to what is read • make predictions about content • ask and answer critical thinking questions about what is read • identify characters and setting • retell stories and events, using beginning, middle and end • identify the theme or main ideas • write about what is read • talk about characters, setting and events	• compare the use of fact and fantasy in historical fiction with other forms of literature • explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges • demonstrate comprehension of a variety of literary forms • use text organizers such as type, headings and graphics to predict and categorize information • formulate questions that might be answered in the selection • make inferences using information from texts	• read and critique literary works from a variety of eras in a variety of cultures • explain similarities and differences of structures and images as represented in the literature of different cultures • identify universal themes prevalent in the literature of all cultures • describe cultural archetypes in short stories, novels, poems and plays across several cultures • read a variety of fiction, non-fiction and poetry • describe setting, plot structure and theme or conflict

READING AND LITERATURE (2 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.1 Cont'd.	• identify main idea and supporting detail • identify what an author does and what an illustrator does • use meaning clues when reading • use pictures when reading • use knowledge of the story and topic to read works • use language structure when reading • use knowledge of sentence structure to read works • integrate phonetic strategies, meaning clues and language structure when reading	• use story language in discussions and retellings • identify what an author does and what an illustrator does • describe how author's choice of vocabulary and style contribute to the quality and enjoyment of selections • read with accuracy and self-correct when necessary • read familiar stories, poems or passages with fluency and expression • recognize words that signal transitions to determine sequence and its contribution to the meaning of a text	• paraphrase content of selection, identifying important ideas and providing details for each important idea • describe relationship between content and previously learned concepts or skills • write about what is read • read a variety of poetry • identify the sensory words used and their effect on the reader • read a variety of fiction(realistic, fantasy, historical and biographical) and non-fiction (expository and argumentative)	• analyze relationship between author's style, literary form and intended impact on reader • synthesize connections between historical and cultural influences and literary selections • evaluate word choice and language structure to convey an author's viewpoint in newspaper and magazine articles and critical reviews • experience reading by having exposure to a variety of reading selections including choosing materials based on personal interests, engage in recreational reading both within and

READING AND LITERATURE (3 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.1 Cont'd.	• preview the selection • set a purpose for reading • read with accuracy and self-correct when necessary • read familiar stories, poems, or passages with fluency and expression	• use syntactic cues • use punctuation to guide reading with correct phrasing and emphasis • recognize how text structure, paragraphing and punctuation contribute to meaning • develop a reading vocabulary • determine contextually appropriate meanings of multiple meaning words: homonyms, synonyms and antonyms • determine meaning of new words • read aloud frequently	• demonstrate automaticity in decoding • read primarily in meaningful phrase groups rather than word-by-word • read with expression, interjecting a sense of feeling, anticipation or characterization • read aloud fluently • appreciate cultural contributions and artistic expressions • use appropriate strategies to refine meaning • read and understand materials at an increasingly higher level • use appropriate technology • demonstrate reading fluency	• outside the classroom and participate in reading orally

READING AND LITERATURE (4 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.1 Cont'd.			read primarily in meaningful phrase groups rather than word-by word	
Subgoal 1.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature.	- use knowledge of common vowel patterns - use pictures and diagrams - use information in the story to read words - use titles and headings - read aloud frequently	- use pictures, phonics, meaning clues and language structure - reread and self-correct when necessary - develop a reading vocabulary - read for meaning frequently in and out of school - read aloud frequently	- identify known words and figure out unknown words through knowledge of letter combinations and word families - read high frequency words fluently - use self-correction strategies when the meaning of a word or passage is not clear	- read frequently in and out of school - read a variety of genres: fiction, poetry and informational text - reread familiar materials - study an author's craft by reading several books by the same author - build a personal reading vocabulary by encountering words from the environment and in varied contexts - read materials at an increasingly higher level

READING AND LITERATURE (5 of 13)	EENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.2 Cont'd.			• read and understand materials at an increasingly higher level • use appropriate technology • demonstrate reading fluency • read primarily in meaningful phrase groups rather than word-by-word	• share ideas from reading • refine reading skills and develop positive attitudes • participate in a print-rich and technologically appropriate environment • communicate through a variety of media, using the understanding of their first language to develop competency in reading and literature

READING AND LITERATURE (6 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.3 Students will demonstrate competence in the general skills and strategies of the reading process.	• use phonetic strategies when reading and writing • use knowledge of consonants and consonant blends in words • use language structure when reading • use knowledge of prefixes and suffixes • use knowledge of contractions and singular possessives • use knowledge of simple abbreviations • use knowledge of sentence structure • use knowledge of story structure and sequence	• read and learn the meanings of unfamiliar words • use knowledge of root words, prefixes and suffixes • use knowledge of word origins; synonyms, antonyms and homonyms and multiple meanings of words • use word-reference materials including the glossary, dictionary and thesaurus • make, confirm, or revise predictions as needed • summarize what is read • analyze selections to answer comprehension questions	• read and understand information from varied sources • use knowledge of text structures to aid comprehension • distinguish fact from opinion in newspapers, magazines and other print media • read and learn the meanings of unfamiliar words • use knowledge of word origins and derivations • explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view and theme	• read and analyze a variety of literature • identify the characteristics that distinguish literary forms • use literary terms in describing and analyzing selections • explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view and theme • apply knowledge of word origins, derivations and idioms and use analogies, metaphors and similes to extend vocabulary development

READING AND LITERATURE (7 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.3 Cont'd.		organize and synthesize information for use in written and oral presentations	- read dramatic selections - compare and contrast the elements of character, setting and plot in one-act plays and full-length plays - describe how stage directions help the reader understand a play's setting, mood, characters, plot and theme	- synthesize, evaluate and reflect on what has been read - demonstrate competence in the general skills and strategies of the reading process

READING AND LITERATURE (8 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.4 Students will demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres.	• preview the selection • set purpose for reading • compare and contrast settings, characters and events • organize information or events logically • use information to learn about new topics • write about what is read	• describe character development in fiction and poetry selections • describe the development of plot and explain how conflicts are resolved • describe the characteristics of free verse, rhymed and patterned poetry • compare and contrast the lives of two persons as described in biographies and/or autobiographies	• read a variety of poetry • compare and contrast the use of a speaker and the impact on the reader • describe the impact of specific word choices, such as jargon, dialect, multiple meanings, invented words, concrete or abstract terms and sensory or figurative language • explain how sentence structure, line length and punctuation convey mood or meaning of a poem • describe how rhythm contributes to the purpose or theme of a poem • compare and contrast the rhythm of poems with similar or dissimilar themes	• explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience • compare and contrast traditional and contemporary works of poets from many cultures • read and critique dramatic selections from a variety of authors • describe the conflict, plot, climax and setting • compare and contrast ways in which dialogue and staging contribute to the theme

READING AND LITERATURE (9 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.4 Cont'd.				• identify the most effective elements of selected plays • compare and contrast dramatic elements of selected plays from American, British and other cultures • demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres

READING AND LITERATURE (10 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.5 Students will demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts.	• relate previous experiences to the topic • read to confirm predictions • locate information to answer questions • paraphrase information found in non-fiction materials • describe characters and settings in fiction selections and poetry • identify the characteristics of folk tales	• use knowledge of less common vowel patterns • use knowledge of homophones • preview and use text formats • set a purpose for reading • apply meaning clues, language structure and phonetic strategies • reread and self-correct when necessary	• apply knowledge of the characteristics and elements of various literary forms, including short stories, essays, speeches, lyric and narrative poems, plays and novels • explain the use of symbols and figurative language • describe inferred main ideas or themes	• read and write a variety of poetry • describe the visual images created by language • describe how word choice, speaker and imagery elicit a response from the reader • compare and contrast plot and character development in narrative poems, short stories and longer fiction selections • comprehend what is read from a variety of sources

READING AND LITERATURE (11 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.5 Cont'd.	- identify the characteristics of biographies and autobiographies - compare and contrast the lives of two persons as described in biographies and/or autobiographies - paraphrase information found in non-fiction materials - describe characters and setting in fiction selections	- make connections between previous experiences - make, confirm or revise predictions - ask and answer questions - compare and contrast the characters described in two folk tales	- describe cause-effect relationships and their impact on plot - describe how authors' use characters, point of view and tone to create meaning	- draw on background knowledge and knowledge of text structure to understand selections - analyze details for relevance and accuracy - read and follow instructions to assemble a model or simple structure - evaluate and synthesize information to apply in written and oral presentations - demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts

READING AND LITERATURE (12 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.6 Students will demonstrate competence in using different information sources, including those of a technical nature to accomplish specific tasks.	• explain the problem, solution or central idea • write about what is read • locate information to support opinions, predictions and conclusions • identify cause-and-effect relationships • prioritize information according to purpose of reading	• comprehend what is read from a variety of sources • draw on background knowledge and knowledge of text structure to understand selections • analyze details for relevance and accuracy • read and follow instructions to assemble a model or simple structure • use text organizers such as type, headings and graphics to predict and categorize informational texts • read and critique a variety of poetry	• comprehend what is read from a variety of sources • draw on background knowledge and knowledge of text structure to understand selections • analyze details for relevance and accuracy • read and follow instructions to assemble a model or simple structure • use text organizers such as type, headings and graphics to predict and categorize informational texts • read and critique a variety of poetry	• analyze the development of British literature and literature of other cultures • recognize the major literary forms and techniques • read and critique a variety of poetry • recognize the characteristics of major chronological eras • relate literary works and authors to major themes and issues of their eras • read a variety of print material • identify information needed to conduct a laboratory experiment or product evaluation

READING AND LITERATURE (13 of 13)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.6 Cont'd.				- draw conclusions regarding the quality of a product based on analysis of the accompanying text - evaluate the quality of informational texts and technical manuals - demonstrate competence in using different information sources, including those of a technical nature to accomplish specific task

WRITING (1 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.1 Students will experience writing as a way of knowing and communicating; students will use the composing process flexibly.	• print legibly • form letters • space words and sentences • write descriptive sentences and paragraphs • develop a plan for writing • focus on a central idea • group related ideas • include descriptive details that elaborate the central ideas • revise writing for clarity • edit final copies for grammar, capitalization, punctuation and spelling	• print legibly • form letters • write legibly in cursive • space words and sentences • write for a variety of purposes: to describe, to inform, to entertain and to explain • choose planning strategies for various writing purposes • organize information • apply the writing process • use vocabulary effectively • edit final copies for grammar, capitalization, punctuation and spelling	• write for a variety of purposes to describe, to inform, to entertain and to explain • choose planning strategies for various writing purposes • organize information • demonstrate the writing process • use vocabulary effectively • vary sentence structure • revise writing for clarity • edit final copies for grammar, capitalization, spelling and punctuation, especially the use of possessives and quotation marks • present work attractively	• develop narrative, literary expository and technical writings to inform, explain, analyze or entertain • plan and organize using the writing process • communicate clearly the purposes of the writing • write clear, varied sentences • use specific vocabulary and information • arrange paragraphs into a logical progression • revise writing for clarity • experience writing as a way of knowing and communicating; students will use the composing process flexibly

WRITING (2 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing.	• communicate ideas • generate ideas • focus on one topic • use description when communicating about people, places, things and events • share communication with others • use available appropriate technology • recognize conventions of grammar and spelling	• communicate ideas • generate ideas • focus on one topic • use description when communicating about people, places, things and events • share communication with others • use available appropriate technology • apply basic conventions of grammar and spelling	• communicate effective narratives and explanations • focus on one aspect of a topic • develop a plan for writing • organize ideas to convey a central concept • communicate ideas in related paragraphs on the same topic • develop style, including word choice, tone, voice and sentence variation • extend conventions of grammar and spelling • use available and appropriate technology	• communicate effective narratives, descriptions, arguments and explanations • focus on one aspect of a topic • develop a plan for writing • organize writing to convey a central idea • communicate perspective in related paragraphs on the same topic • utilize elements of style, including word choice, tone, voice and sentence variation • edit final copies for grammar, capitalization, punctuation and spelling

WRITING (3 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.2 Cont'd.				• use available and appropriate technology • communicate through a variety of media, using the understanding of their first language to develop competency in communication
*Students With Diverse Needs Teachers of students with some types of special needs are encouraged to use the ELA framework flexibly to validate that communication may be expressed or received by students in a variety of ways. Not all students can read, write, speak and listen in the traditional sense or at the level expected for their grade. Teachers will need to be sensitive to this reality and accommodate individual needs by adapting instruction and assessment or using alternative communications media (e.g., voice-activated computer, sign language and interpreters, Braille, communication boards, audio). When words such as <i>speak</i>, <i>write</i> or <i>read</i> are used in this document, they should be broadly interpreted to include such adaptations.				

WRITING (4 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.3 Students will use appropriate conventions of usage, mechanics and grammar to write effectively.	• edit final copies for grammar, capitalization, punctuation and spelling • use declarative, interrogative and exclamatory sentences • capitalize all proper nouns and words at the beginning of sentences • use correct spelling for frequently used words	• use subject-verb agreement • avoid double negatives • use pronoun "I" correctly in compound subjects • use commas in series, dates and addresses • write legibly in cursive • demonstrate appropriate use of parts of speech in writing • analyze writing for relevance and coherence	• write narratives, descriptions and explanations • use a variety of planning strategies to generate and organize ideas • establish central idea, organization, elaboration and unity • select vocabulary and information to enhance the central idea, tone and voice • plan and write friendly and business letter formats	• develop a focus for writing • evaluate and cite applicable information • organize ideas in a logical manner • elaborate ideas clearly and accurately • adapt content, vocabulary, voice and tone to audience, purpose and situation • revise writing for accuracy and depth of information • edit final copies for correct use of language, spelling, punctuation and capitalization

WRITING (5 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.3 Cont'd.		select and develop a topic sentence and supporting detail	- revise writing for clarity - edit final copies for correct use of language - edit final copies for writing mechanics: format, capitalization, punctuation and spelling	- write, revise and edit personal and business correspondence to a standard acceptable in the workplace and higher education - apply a variety of planning strategies to generate and organize ideas - organize information to support the purpose of the writing - present information in a logical manner - edit final copies for correct use of language, spelling, punctuation and capitalization

PLANNING FOR INTEGRATED CURRICULUM IN THE PRIMARY SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impact on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

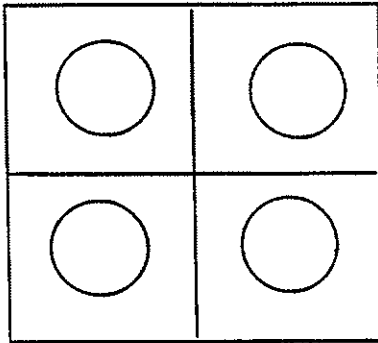
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development; perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

Design options for curriculum might include:

Disciplined-based

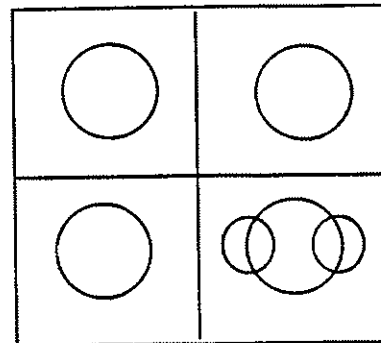


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in mathematics, science and social studies, etc.



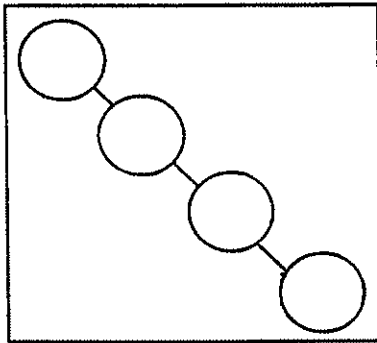
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next and relates idea(s) explicitly.

Example

Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

Parallel Disciplines

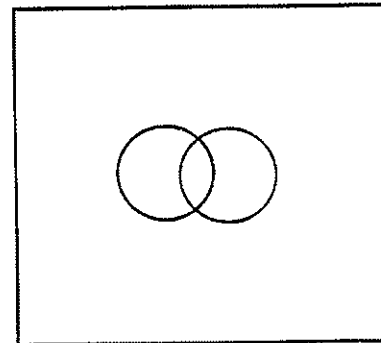


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science experiments while teaching social studies the teacher targets forecasting current events and thus threads the skill (prediction) across all disciplines.



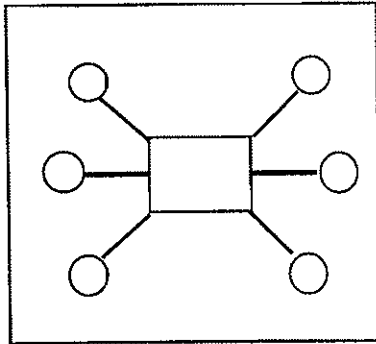
Description

Shared planning and teaching take place in two disciplines in which over-lapping concepts or ideas emerge as organizing elements.

Example

Science and mathematics teachers use data collection, charting and graphing as shared concepts that can be team-taught.

Multidisciplinary



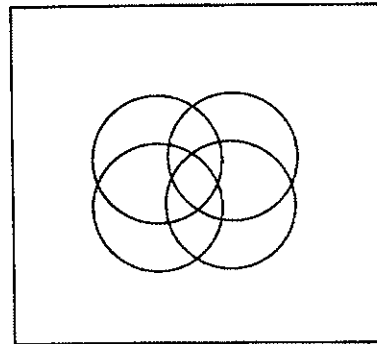
Description

The fertile theme is webbed to curriculum contents and disciplines; use the theme to sift out appropriate concepts, topics and ideas.

Example

Teacher presents a simple topical theme, such as the circus and webs it into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme approach.

Interdisciplinary



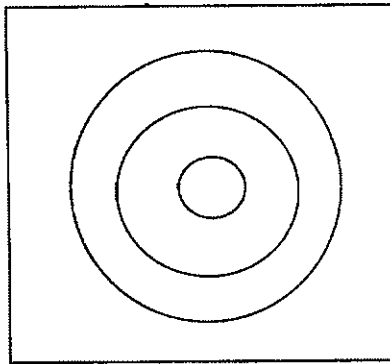
Description

This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example

In science, music, visual arts and health education, teachers look for patterning models and approach content through these patterns.

Disciplined-based



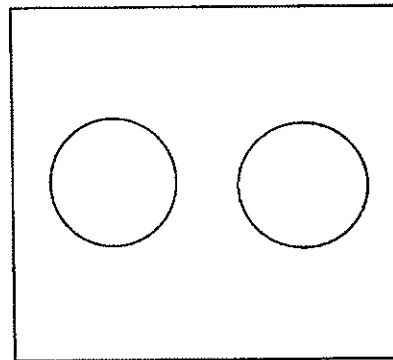
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill).

Parallel-based



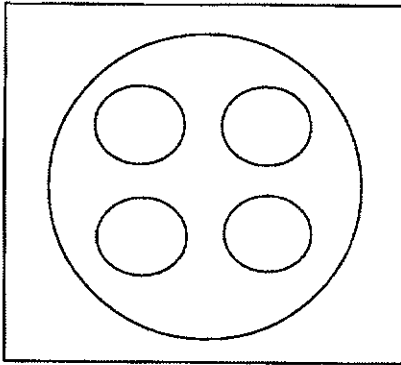
Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

Example

In English language arts the teacher will teach an historical novel depicting a particular period while in social studies the teacher could cover the same period.

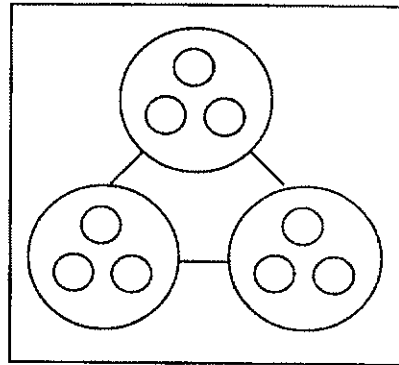
Immersed



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.

Networked



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of primary schools, four disciplines have been identified as core subjects:

- English Language
- Mathematics
- Science
- Social Studies

Year level teachers, along with teachers of other discipline areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that primary school teachers keep abreast of current research and trends on integrating curriculum. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

Teachers should:

- take inventory of what is already being done - writing across the curriculum, etc.
- design a curriculum map by listing the content of all subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work

WRITING (6 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.3 Cont'd.				• use appropriate conventions of usage, mechanics and grammar to write effectively
Subgoal 2.4 Students will apply reflective, critical and creative thinking when writing for an identified audience.	• write creative stories, letters and formulate simple explanations • generate ideas before writing • organize writing to include a beginning, middle and end • choose words appropriate to process and convey intentions • revise writing for clarity • articulate information for a specific purpose	• use writing as a tool in all subjects • create lists or categorize information • develop study skills • process information • apply new solutions • think critically and creatively • analyze information sources • use problem solving for problem-based learning	• use writing as a tool for learning in all subjects • manipulate information • paraphrase what is heard or read • summarize what is heard or read • hypothesize • connect knowledge within and across disciplines • synthesize information to construct new concepts • credit the sources of both quoted and paraphrased ideas	• interpret printed informational materials • identify essential information needed for practical application • analyze technical information • skim manuals or texts to locate and apply information in creative ways • apply metacognitive skills

WRITING (7 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.4 Cont'd.	use reflection techniques		distinguish one's own ideas from information created or discovered by others	apply reflective, critical and creative thinking when writing for an identified audience
Subgoal 2.5 Students will gather and use technology information effectively for research purposes.	- use available technology - select and use print and electronic sources to locate books and articles	- develop basic technology skills - use print and electronic sources to locate books and articles	- select the best sources for a given purpose - use available technology - apply knowledge of resources in preparing written and oral presentations - use print and electronic sources to locate books and articles - use a thesaurus to select more exact descriptive, specific or effective vocabulary for writing	- compare and contrast advertisements with product information - use available technology - analyze mass media messages - apply printed audio or video information to complete simulated or real-world tasks - identify the persuasive technique being used - describe the possible cause-effect relationships between mass media coverage and public opinion trends

WRITING (8 of 8)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.5 Cont'd.		select and use technology appropriate to tasks	- use graphic organizers to organize information - credit secondary reference sources - use local and worldwide network communication systems	- evaluate advertisements, editorials and feature stories for relationships between intent and factual content - create documents using technology - use local and worldwide network communication systems - gather and use technology information effectively for research purposes

SPEAKING AND LISTENING (1 of 5)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.1 Students will use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively.	- demonstrate an understanding of oral language structure - create oral stories to share with others - create and participate in oral dramatic activities - explain what has been learned - present brief oral reports - speak clearly - use appropriate volume and pitch - speak at an understandable rate - use clear and specific vocabulary to communicate ideas	- listen, draw conclusions and share responses in subject-related group learning activities - participate in and contribute to discussions across content areas - organize information to present reports of group activities - summarize information gathered in group activities - organize ideas sequentially or around major points of information - present brief oral reports - speak clearly - use appropriate volume and pitch	- present and critique dramatic readings of literary form - choose literary form for presentation, such as poems, monologues, scenes from plays or stories - articulate and enunciate - adapt presentation techniques to fit literary form - use verbal and non-verbal techniques for presentation - evaluate impact of presentation - make planned oral presentations - include definitions to increase clarity - use relevant details to support main ideas	- make a 5-10 minute formal oral presentation - choose the purpose of the presentation: to defend a position, to entertain an audience or to explain information - use a well-structured narrative or logical argument - use details, illustrations, statistics, comparisons and analogies to support purposes - use visual aids or technology to support presentation - articulate and enunciate - use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively

SPEAKING AND LISTENING (2 of 5)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.1 Cont'd.		• speak at an understandable rate • choose literary form for presentation, such as poems, monologues scenes from plays or stories	• illustrate main ideas through anecdotes and examples • cite information sources • respond to impromptu questions about presentation • begin to use evidence to support opinions • make and listen to oral presentations and reports • use subject-related information and vocabulary	

SPEAKING AND LISTENING (3 of 5)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in oral language.	• expand listening and speaking vocabularies • use words that reflect a growing range of interests and knowledge • clarify and explain words and ideas orally • give and follow oral directions with three or four steps	• use effective non-verbal communication skills • maintain eye contact with listeners • use gestures to support, accentuate or dramatize verbal messages • use facial expressions to support or dramatize verbal message • use posture appropriate for communication setting • adapt or change oral language to fit the situation • initiate conversation with peers and adults	• use effective appropriate oral communication skills in a variety of settings • present information to individuals and small groups • contribute to group discussions • seek the ideas and opinions of others • begin to use evidence to support opinions • make and listen to oral presentations and reports • use subject-related information and vocabulary • listen to and record information	• use effective, appropriate oral communication skills in a variety of settings • use subject-related information and vocabulary • listen to and record information • organize information for clarity • communicate through a variety of media, using the understanding of their first language to develop competency in oral language

SPEAKING AND LISTENING (4 of 5)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.3 Students will develop language and acquire information through listening and responding.	• identify and use synonyms and antonyms in oral communication • begin to use compound words in oral communication • tell and retell stories and events in logical order • participate in a variety of oral language activities • be able to express ideas orally in complete sentences • increase oral descriptive vocabulary • begin to ask for clarification and explanation of words and ideas	• follow rules for conversation • use appropriate voice level in small-group settings • ask and respond to questions in small-group settings	• organize information for clarity	• evaluate formal presentations • critique relationships among purposes, audience and content of presentations • critique effectiveness of presentations • develop language and acquire information through listening

SPEAKING AND LISTENING (5 of 5)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.3 Cont'd.	• use oral communication skills • use oral language for different purposes: to inform, to persuade and to entertain • share stories or information orally with an audience • participate as a contributor and leader in a group • paraphrase information shared orally by others	• make planned oral presentations • determine appropriate content for audience • organize content sequentially around major ideas • summarize main points before or after presentation • incorporate visual aids to support the presentation	• use interviewing techniques to gain information • prepare and ask relevant questions for an interview • make notes of responses • compile and report responses • evaluate the effectiveness of the interview	

PROCESSING INFORMATION AND MASS MEDIA (1 of 4)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 4.1 Students will use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of (language related) problems.	- locate information in reference materials - use a table of contents - examine pictures and charts - use dictionaries and indices - use available and appropriate technology	- develop basic keyboarding skills - operate peripheral devices - apply technologies to strategies for problem solving and critical thinking - process, store, retrieve and transmit electronic information - use search strategies to retrieve electronic information via databases, CD-ROMs, video discs and telecommunications	- synthesize information from a variety of resources - skim materials to develop a general overview of content or to locate specific information - develop notes that include important concepts, paraphrases, summaries and identification of information sources - organize and record information on charts, maps and graphs - use available electronic databases to access information - credit secondary reference sources	- develop a plan for research - collect information to support a thesis - evaluate quality and accuracy of information - synthesize information in a logical sequence - document sources of information using a style sheet format, such as MLA or APA - use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of language related problems

PROCESSING INFORMATION AND MASS MEDIA (2 of 4)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 4.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in using mass media and information processing.	- comprehend and record information from print and non-print resources - use electronic dictionaries, encyclopedias and reference books - use videos, interviews and cassette recordings - use appropriate and available technology	- comprehend and record information from print and non-print resources - use electronic dictionaries, encyclopedias and reference books - use videos, interviews and cassette recordings - use appropriate and available technology	- use print and non-print to evaluate, appreciate and utilize information sources - use appropriate available technology to produce a product to communicate information	- use print and non-print to evaluate, appreciate and utilize information sources - use appropriate available technology to produce a product to communicate information - communicate through a variety of media, using the understanding of their first language to develop competency in using mass media and information processing

PROCESSING INFORMATION AND MASS MEDIA (3 of 4)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 4.3 Students will use a variety of technological and informational resources to locate, gather and synthesize information and communicate knowledge.	• use information resources to research a topic • construct questions about a topic • collect information, using the resources of the media centre • evaluate and synthesize information for use in writing • use available and appropriate technology • develop basic technology skills • develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard-drive and CD-ROM	• synthesize information from a variety of resources • skim materials to develop a general overview of content or to locate specific information • develop notes that include important concepts, paraphrases, summaries and identification of information sources • organize and record information on charts, maps and graphs • use available electronic databases to access information • extend keyboarding skills	• select and use technology appropriate to tasks • extend basic keyboarding skills • apply technologies to strategies for problem solving and critical thinking • communicate through application software • create a 1-2 page document using word processing skills, writing process steps and publishing programmes • use simple computer graphics and integrate graphics into word processed documents	• communicate through application software • compose and edit a multi-page document at the keyboard, using word processing skills and the writing process steps • access information using technology • publish a 5-7 page document using word processing skills and writing process steps • create computer graphics and integrate graphics into word processed documents

PROCESSING INFORMATION AND MASS MEDIA (4 of 4)	ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 4.3 Cont'd.				students will use a variety of technological and informational resources to locate, gather and synthesize information and communicate knowledge

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INTRODUCTION TO PRIMARY SCHOOL CURRICULUM

The primary school level continues to provide learning experiences that satisfy the natural curiosity of young children, stimulate their imagination and enhance their appetite for learning. The most important function of the primary level of education is the mastery of the fundamental skills necessary for the continued pursuit of learning.

Primary school education helps all children to:

- acquire permanent literacy and numeracy skills
- communicate effectively
- think scientifically and logically
- develop manipulative skills, artistic talents and physical skills
- cultivate good health habits
- develop spiritual, ethical and social values

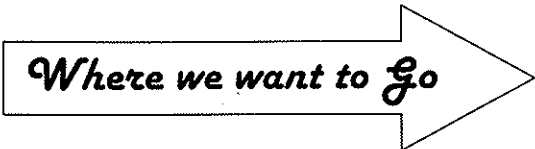
The primary school curriculum is a written guide that identifies the goals and curriculum objectives that teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the primary school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in the following areas in Bermuda's primary schools.

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health Education
- Information Technology
- Physical Education
- Music
- Visual Arts

BELIEFS ABOUT STUDENT LEARNING	
	
CAUSES	
External Luck Task	Internal Ability Effort
BELIEFS	
Ability defines achievements Ability is limited Intelligence cannot change Intelligence has one dimension Teachers transmit knowledge	Effort improves performance Ability can be acquired Intelligence can be learned There are many intelligent behaviours Learners construct their knowledge
SELF-EFFICACY	
I can not do that I can not learn that	I can learn to do it I can learn the things that I need to know to enable me to do it
CONCEPTS	
Other – referenced They are better than me	Self-referenced I am good at Mathematics
EMOTION	
Negative or Neutral I hate school I do not care	Positive I like to do this Learning makes me happy
OUTCOME	
 	

CURRICULUM TIME ALLOTMENTS

Carroll's (1989) definition of instruction time is "opportunity to learn."

*"The amount of time spent on schoolwork influences school learning."
(Evans-Ardriss, 2000; Berliner, 1990)*

*Instructional time and quality together are one of the three main factors that influences students' educational outcomes.
(Young et. al., 1996)*

The Ministry of Education recognizes the importance of learning time and specifies the number of instructional days that government schools must provide. In addition to the number of days the Ministry also specifies the number of hours of instruction that should occur each school day. In order to determine the best way to apportion these hours, a review of literature was conducted to find exemplars, instances of learning times during school weeks in quality school systems. An assessment of current practices was also taken into consideration.

The Ministry of Education has four goals: literacy, numeracy, infusion of technology and staff development. As the Bermuda government schools introduce new curricula for primary education to support these goals, the curriculum allotment chart will provide guidance as to the optimum time that should be spent delivering each area of learning and also the optimum number of instructional hours that will best promote student literacy and numeracy.

The curriculum time allotment chart outlines the total of contact time between teachers and students at Learning Phase A summing to 1335. This figure is composed of 1300 contact minutes and 35 transition minutes. At Learning Phase B 1465 contact minutes plus 35 transition minutes sums to 1500 minutes per week.

Transition time is defined as the non-instructional time before and after some learning activity (Berliner, 1990). Recess and lunch allow for transitions that do not cut into instructional time. Other transitions occurs between subjects. The allocation of transitional time has been included to provide practical expectations.

It is important to note that transition minutes do not constitute lost time. The best-run classrooms require a short period of time to allow students to conclude their work, change their mind sets, put materials away and to prepare for the coming activity.

CURRICULUM TIME ALLOTMENT CHART

LEARNING PHASE A: PRESCHOOL- PRIMARY TWO* AND

LEARNING PHASE B: PRIMARY THREE-PRIMARY SIX**

Subject	Learning Phase A PS-P2*		Learning Phase B P3-P6**	
	Minutes/Week (min/wk)	% Percentage of Time/Week	Minutes/Week (min/wk)	% Percentage of Time/Week
English Language Arts	450	34	450	30
Mathematics	330	24	330	22
Science	120	9	150	10
Social Studies	120	9	150	10
Health Education	60	4.5	60	4
Information Technology	60	4.5	90	6
Physical Education	90	7	120	8
Music	90/2	7	120/2	8
Visual Arts				
Transition Time	15	1	30	2
Totals	1335	100%	1500	100%

All subjects have been written with consideration of the allocated time for each discipline. Each subject is to be delivered as specified for the following duration:

Delivery Weeks/year: 32 weeks

Optional Weeks: 4 weeks (school events and special projects)

Total Weeks/year: 36 weeks

=====

NB: For the purpose of this document, time allocations have not been assigned to subjects at the PreSchool level.

Primary School Curriculum

English Language Arts– PS

Department of Education
Bermuda
2006



**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: English Language Arts

Subject Code: PS EL

Time Allotted: min/wk

RATIONALE

Language is fundamental to all aspects of thinking, communicating, and learning. It is the foundation upon which all other subjects are built. The proper development of language at the preschool and primary levels facilitates learning, which occurs at the Middle School and Senior School.

The Preschool/Primary English Language Arts Curriculum provides students with the opportunity to explore the various components of language: - reading, writing, listening, speaking, viewing and thinking. It equips them with literary and communication skills allowing them greater ability to function in our society. Teachers use various methods to present the curriculum. Literacy skills are taught in several content areas using thematic units. They emphasize the use of current technology in written and oral communication. As a result, students will be encouraged to become life-long learners.

PRESCHOOL (PS) REQUIREMENTS

The requirements for this level are as follows:

Performance Assessment - Preschool Assessments Brigrance	
Product Assessment - Illustrations - Dictated stories	
Written Assessment	N/A
Total	100%

MATERIALS OF INSTRUCTION (Adopted Text)

PHASE A OUTLINE

PS Module Titles A -F	P1 Modules Titles A -G	P2 Modules Titles A -G
A. Reading Strategies	A. Reading Strategies 90	A. Reading Strategies 75
- left to right - top to bottom - identify letters - letters make words - rhymes songs	- words/sentences - punctuation - alphabet order - phonological awareness - high frequency words - rhymes, songs, chants - decoding	- parts of a book - beginning/middle/end - decoding - high frequency word - rhymes - onset/rimes - compound words
B. Comprehension	B. Comprehension 70	B. Comprehension 70
- establish purpose for reading - prediction - beginning, middle, end - illustrations - retelling story	- establish purpose - prediction - similarities and differences - sequence - questioning - cause and effect - graphic organizers - main idea - supporting details	- establish purpose - prediction - draw conclusions - characterization - sequence - theme
C. Literature	C. Literature 70	C. Literature 70
- picture books - fables, legends and tales - poetry - rhymes	- captions - repetitive story - genre variety - action verbs - rhyme - personification - literature - characters	- personal narrative - repetitive story - genre variety - action verbs - descriptive language - onomatopoeia - illustrations - culture
D. Writing Strategies	D. Writing Strategies 70	D. Writing Strategies..... 70
- listen to story - group writing - drawing and illustrations	- brainstorming - compose - edit - publish - conventions of print - D'Nealian manuscript - period/question marks - nouns, verbs, adjectives - CVC silent e	- pre-writing activities - D'Nealian manuscript/cursive - sequence - spacing-singular/plural/noun - proper I - comma, period, question mark - contractions

E. Writing Composition	E. Writing Composition 45	E. Writing Composition 45
- dictate stories	- generate idea	- generate ideas
- illustrate stories	- vocabulary development	- reflection
- illustrate to inform	- journal	- captions
	- story	- life experiences
	- letter	- poetry
	- inform	- picture books
	- entertain	- letters
	- life experiences	
F. Speaking and Listening	F. Speaking and Listening ..75	F. Speaking and Listening .. 75
- dramatics	- role playing	- story retelling
- role playing	- predicting stories	- role playing
- feelings	- speaking skills	- show and tell
- eye contact and turn taking	- listening skills	- speaking skills
		- listening skills
G. Processing Information and Mass Media	G. Processing Information and Mass Media 30	G. Processing Information and Mass Media 30
- library skills	- library skills	- library skills
- formulate questions	- gather information	- formulate questions
- gather information	- present information	- gather information
- present information	- classify	- report
- classify		- observe
		- examine
		- photo story

Subtotal	Subtotal 400	Subtotal 400
Optional Time	Optional Time 50	Optional Time 50
Total Minutes	Total Minutes 450	Total Minutes 450

PRIMARY SCHOOL

check one: PS ☒ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐

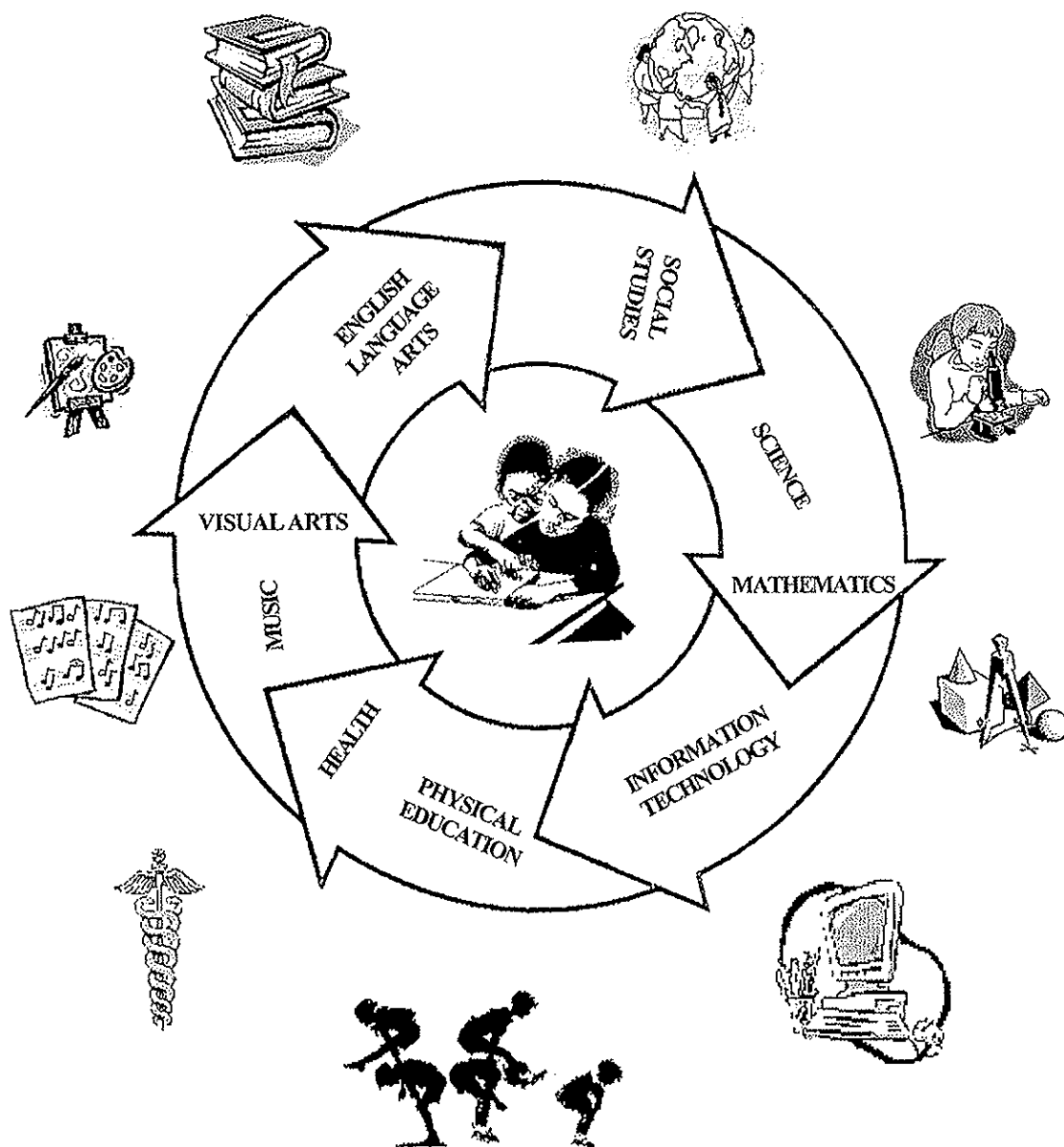
English Language Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x		x
		2.2	Competence		x	x	x	x	x	x
		2.3	Usage		x	x	x	x	x	x
		2.4	Audience		x	x	x	x	x	x
		2.5	Research		x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

- A - Reading Strategies
- B - Comprehension
- C - Literature
- D - Writing Strategies

- E - Writing Composition
- F - Speaking and Listening
- G - Processing Information and Mass Media



Module A

ENGLISH LANGUAGE ARTS

Module Title: Reading Strategies

Sequence Reference: PS EL-A

Time allotted:

PHASE A

PHASE B

PS

P1

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Subgoal Emphasis:

- 1.1 – 1.6 Reading, Literature
- 2.1 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate an awareness of print
- apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words
- develop and extend vocabulary
- use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words

- left to right
- top – bottom
- spaces
- letters – words
- capitalization
- rhyming words
- initial
- identify letters of alphabet
- decode: initial consonants, patterns
- rhymes, songs, chants
- experiential word study
- class discussions
- technology
- print awareness

Module Title: Reading Strategies

Sequence Reference: PS EL-A

Recommended Instructional Strategies:

- track each word from left to right and top to bottom with a return sweep
- frame each word
- label objects and furniture
- explore tactile modality i.e.: sand, shaving cream
- read to children and with children
- tape and book listening centre
- language experiences/shared story writing
- choose an illustrated story:
 - show an illustrated book
 - ask questions
 - What do you think will happen next?
 - what do you think life is like for this character?
- show and tell
- independent and shared reading of easy books

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- drawings and illustrations of their understanding and predictions of story
- questions
- reading checklist
- working portfolios

Module Title: Reading Strategies

Sequence Reference: PS EL-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- project/art activity
- painting/drawing
- performance portfolio

Special Resources:

(materials, equipment & community involvement)

- | | | |
|---------------------------|----------------------|-----------------------|
| • chart paper & stand | • cassette recorders | • construction papers |
| • markers | • magazines | • glue |
| • magnetic letters/boards | • scissors | • chalk board |
| • felt chart | • puppets | • dress up |
| • videos | • mirror | • sentence strips |

References - Teacher:

Suggested Supplementary References

- Preschool Papers
- Mailbox Magazines
- Literacy: Helping Children Construct Meaning – J. David Cooper
- The Literacy Map – J.R. Gentry

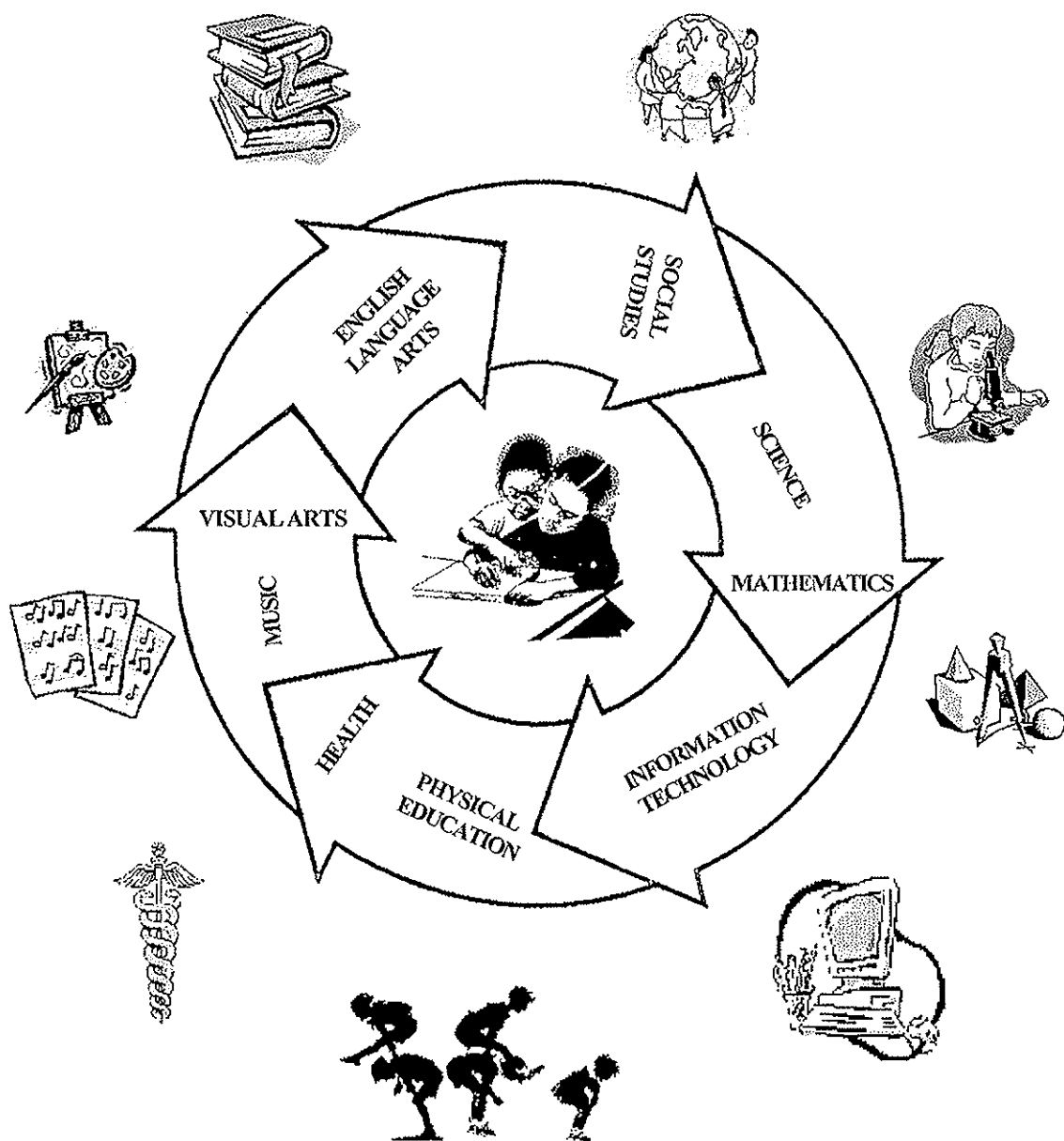
References - Student:

Suggested Supplementary References

- Reader Rabbit Resources
- Bingo Letter Games
- Scholastic Big Book
- Picture Dictionary

Glossary:

- refer to text



Module B

ENGLISH LANGUAGE ARTS

Module Title: Comprehension

Sequence Reference: PS EL-B

Time allotted:

PHASE A

PHASE B

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Subgoal Emphasis:

- 1.1 – 1.6 Reading, Literature
- 2.1 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- relate prior knowledge and personal experiences with a variety of text in order to construct meaning
- analyze story elements
- utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature

Content Detail:

- establish purpose for reading
- prediction
- inference
- compare and contrast
- drawing conclusions
- similarities and differences
- character
- settings
- problem
- solutions
- beginnings, middle and end
- theme
- illustrations
- sequence
- retelling of story
- dramatization
- main idea
- supporting details
- summarizing
- questioning
- cause and effect

Module Title: Comprehension	Sequence Reference: PS EL-B
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
teacher will enhance instruction by utilizing the following: • K-W-L • story mapping • character maps • sequence chain • main idea table • graphs • time line • charts • illustrations • cooperative grouping • group discussions • journals • oral reports	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal record • portfolios • comprehension checklist • graphic organize • open-ended questions • conferences

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

Special Resources: (materials, equipment & community involvement)

- | | | |
|----------------|----------------|------------------|
| • books | • magazines | • comic strips |
| • cereal boxes | • newspaper | • recipes |
| • posters | • catalogues | • internet |
| • video camera | • camera | • tapes/recorder |
| • TV | • easels | • chart paper |
| • laminator | • book binders | • CD-ROM |

References - Teacher:

Suggested Supplementary References

- Lifetime Guarantees – Shelley Harwayne
- Literacy: Helping Children Construct Meaning – J. David Cooper
- The Literacy Map – J.R. Gentry

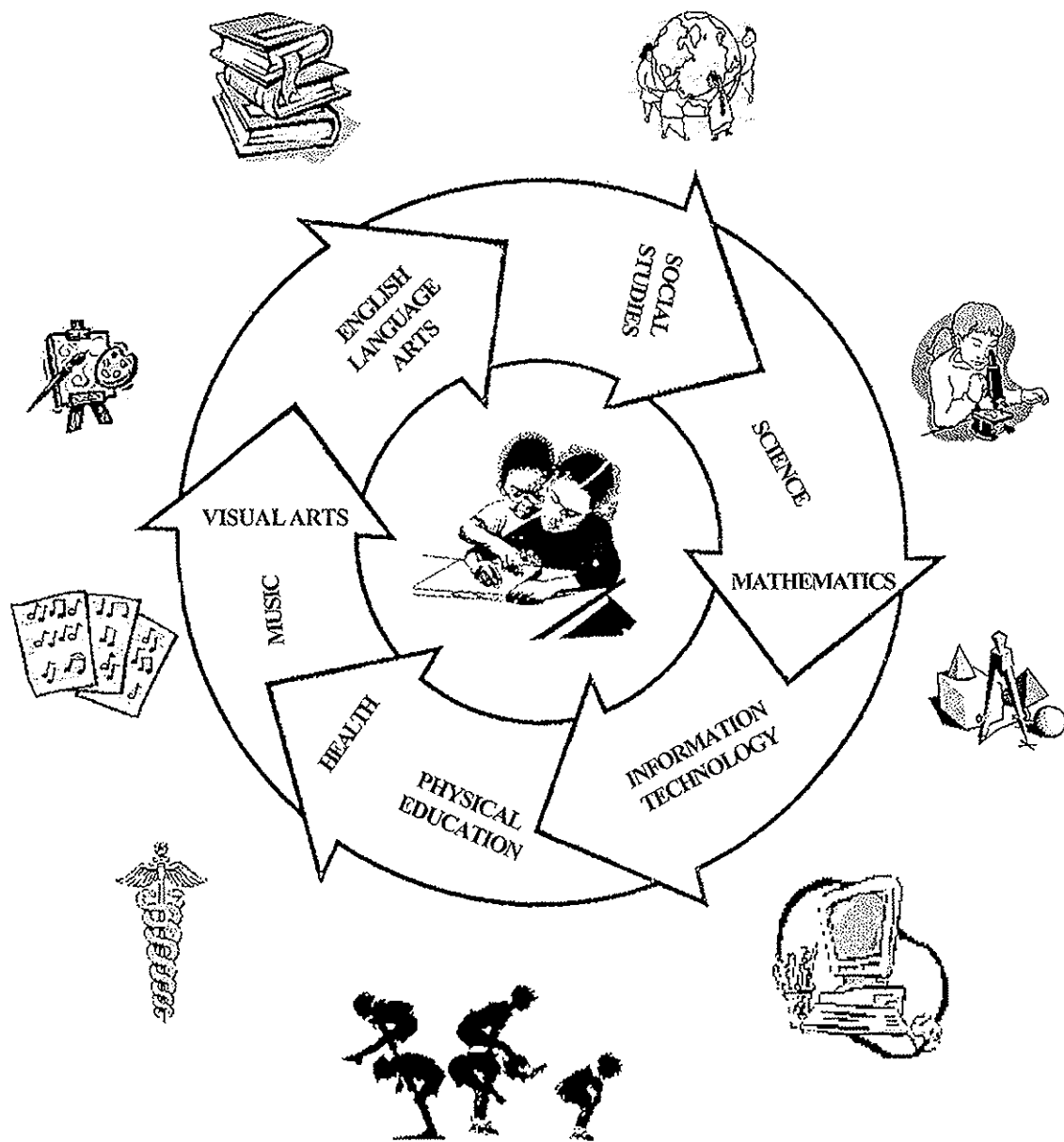
References - Student:

Suggested Supplementary References

- The Story Box – The Wright Group
- Wiggle Works CD-ROM - Scholastic

Glossary:

- K-W-L is a chart
 - What we know
 - What we want to know
 - What we have learned



ENGLISH LANGUAGE ARTS

Module Title: Literature

Sequence Reference: PS EL-C

Time allotted:

PHASE A

PHASE B

PS

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Subgoal Emphasis:

- 1.1 - 1.6 Reading
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Process Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- read, listen to and respond to a variety of literature
- read and analyze contemporary and classic literature that represent a diversity of authors, illustrators and cultures

- text types and structure
 - picture books
 - comic strips
 - magazines
 - captions
 - speech balloons
 - recipes
 - repetitive story
- genre
 - fiction
 - non-fiction
 - fables, legends and tales
 - reality and fantasy
 - poetry
- literary terms:
 - action words
 - naming words
 - rhyming
 - descriptive words
 - personification
 - figurative language
 - onomatopoeia
- illustrations
- cultures:
 - characters
 - customs
 - languages

Module Title: Literature

Sequence Reference: PS EL-C

Recommended Instructional Strategies:

- K-W-L
- 5 W Charts
- dramatizations
- illustrations
- journals
- mime
- B.E.A.R., D.E.A.R.
- book talk
- author's chair
- songs
- story on tape
- audio/visual presentation
- puppetry

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- questions
- illustrations
- retelling a story
- conferences
- interviews
- oral reports

Module Title: Literature

Sequence Reference: PS EL-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

Special Resources:

(materials, equipment & community involvement)

- variety of text
- tape recorder
- chart paper
- cassette tapes
- CD players
- computers
- computer programs
- journals
- puppets
- props
- dress up clothes
- author's chair
- paint/easel

References - Teacher:

Suggested Supplementary References

- Variety of trade books
- Talking About Books – Short & Pierce
- Teaching Multicultural Literature – Violet J. Harris
- Developing Life long Readers – Margaret Mooney

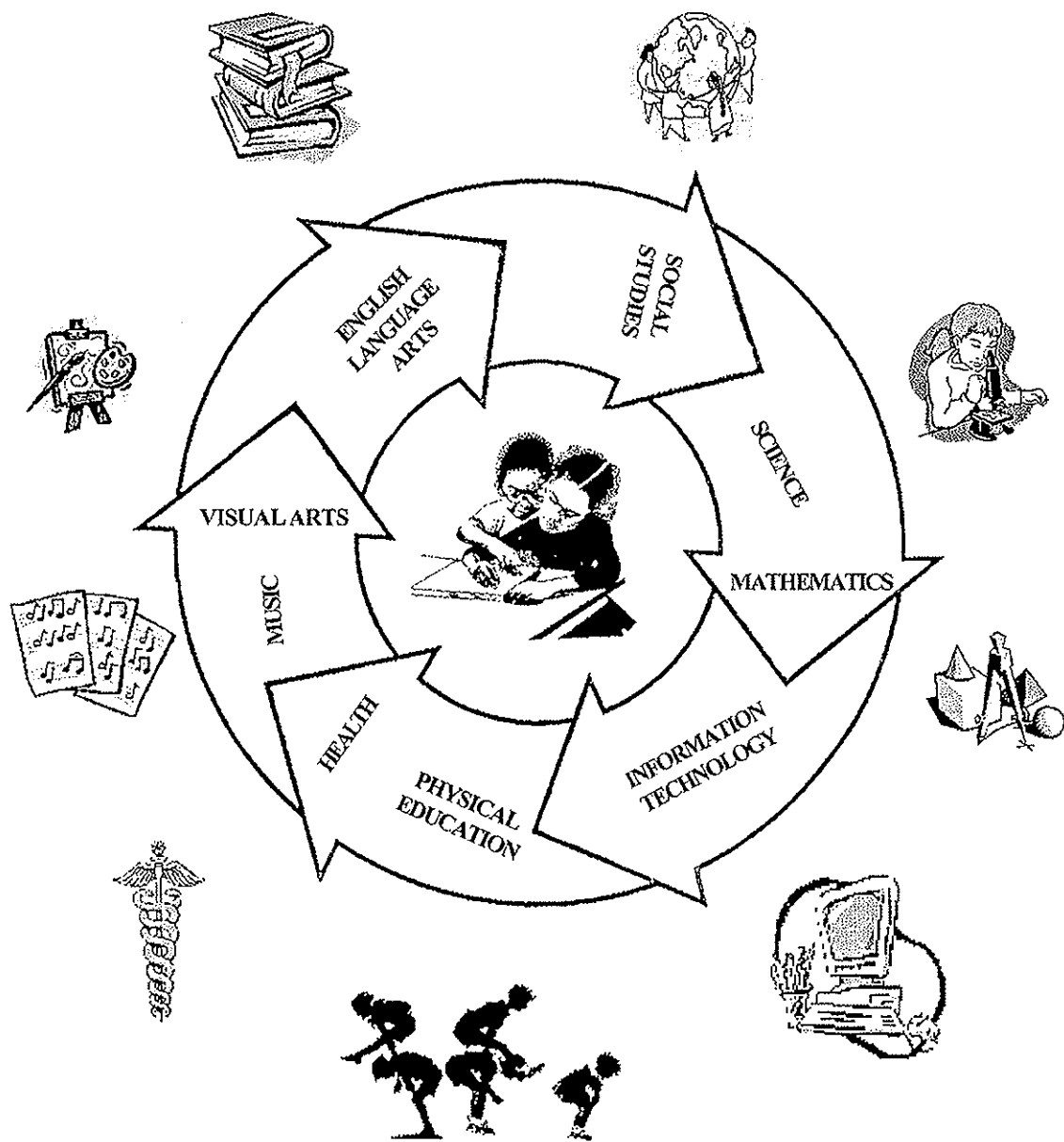
References - Student:

Suggested Supplementary References

- Story Bags
- class/school/community libraries

Glossary:

- B.E.A.R.: Be Excited About Reading
- D.E.A.R.: Drop Everything and Read
- U.S.S.R.: Uninterrupted Sustained Silent Reading



ENGLISH LANGUAGE ARTS

Module Title: Writing Strategies

Sequence Reference: PS EL-D

Time allotted:

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6



Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- engage in the writing process
- use appropriate conventions of print, grammar and spelling to convey ideas
- generate and expand writing vocabulary

- prewriting activities:
 - listen to story
 - brainstorming
 - discuss story
 - pictures/illustrations
 - group writing
 - edit
 - publish
 - drawings and illustrations
 - conventions of print
 - left to right
 - top to bottom
 - begin to form letters
 - begin to write their name
 - experiential vocabulary
 - content vocabulary
 - antonyms
 - rhyming words
 - word patterns

Module Title: Writing Strategies

Sequence Reference: PS EL-D

Recommended Instructional Strategies:

- manipulate play dough, clay, plasticine
- tearing paper
- cutting
- gluing
- chalk and chalk boards
- scribbling
- drawing
- pencil grip
- posture
- modelling
- experiment upper/lower case letters
- dictate stories
- drawings and art projects to express feeling
- write captions on work
- role play experience
- discussions of current events

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- questioning
- pencil and paper
- journal writing
- recording

Module Title: Writing Strategies

Sequence Reference: PS EL-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

Special Resources: (materials, equipment & community involvement)

- black and white boards
- chalk and chalk boards
- markers
- pencils
- sand
- easels
- clay
- pictures
- paint
- plasticine
- play dough
- paper
- glue
- felt board
- magnetic boards and letters
- hands on

References - Teacher:

Suggested Supplementary References

- Dancing with the Pen, Ro Griffiths
- Creating Classroom for Authors, Harste.Short.Burke
- Read Write Publish creative and teaching press

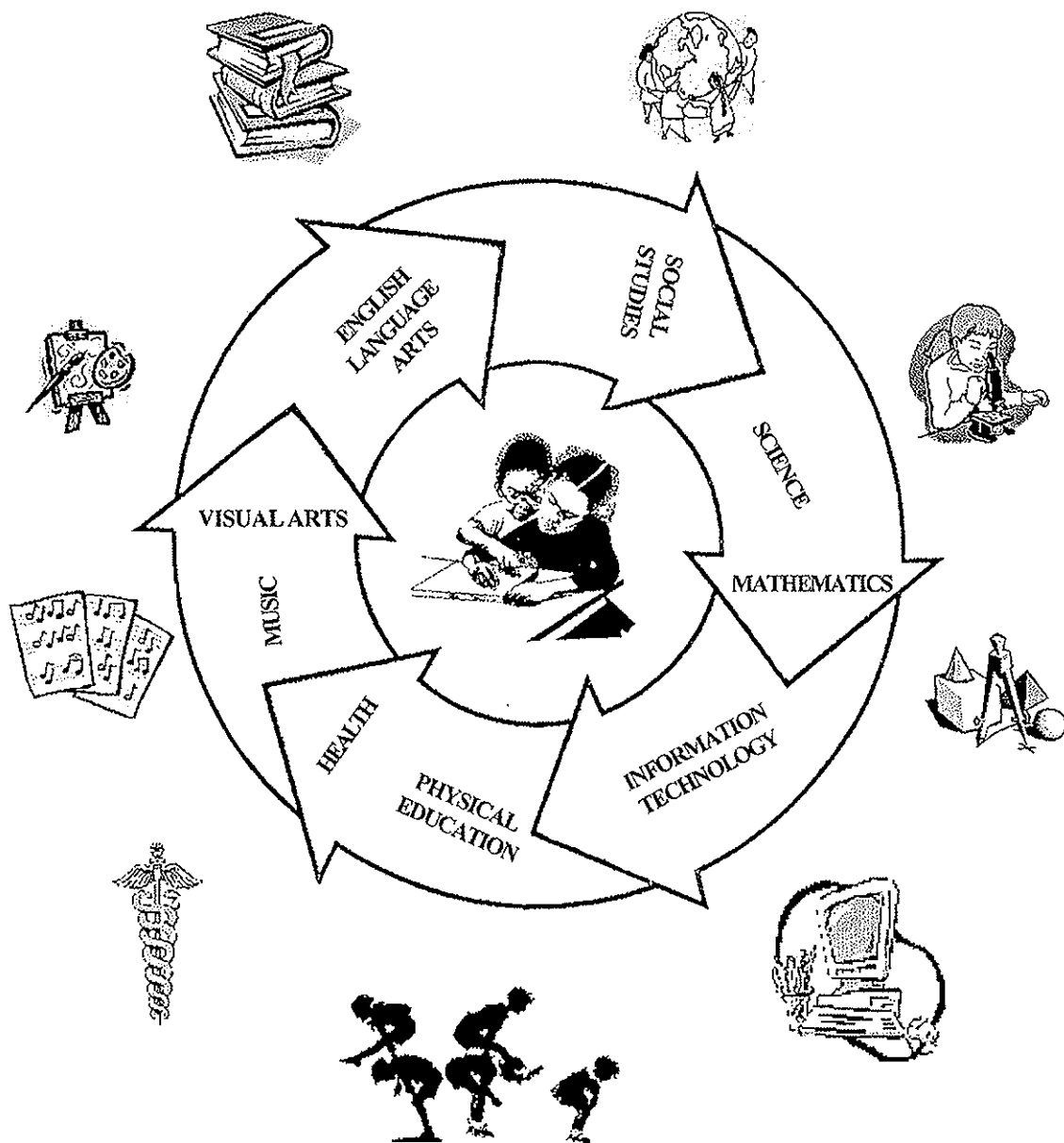
References - Student:

Suggested Supplementary References

- computer programs
- internet
- Scholastic's Children's Dictionary
- T.V.
- VCR
- alphabet wall chart

Glossary:

- refer to text



Module E

ENGLISH LANGUAGE ARTS

Module Title: Writing Composition

Sequence Reference: PS EL-E

Time allotted:

Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Process Information and Mass Media

PHASE A

PHASE B

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Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- create tools collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes
- variety of form:
 - poetry
 - journal
 - picture book
 - a story
 - a letter
- purposes:
 - labels
 - notes
 - captions
 - possessions, charts, and centres
 - write to read ideas and reflections
 - dictate messages
 - illustrate to express, discover record, develop
 - make connections between text and other life experiences
 - illustrate to inform

Module Title: Writing Composition

Sequence Reference: PS EL-E

**Recommended
Instructional Strategies:**

- modelling
- shared writing
- interactive writing
- journal writing
- conferences
- publishing
- author's chair
- intergenerational writing

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- questioning
- observing
- portfolios

Module Title: Writing Composition

Sequence Reference: PS EL-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

Special Resources:

(materials, equipment & community involvement)

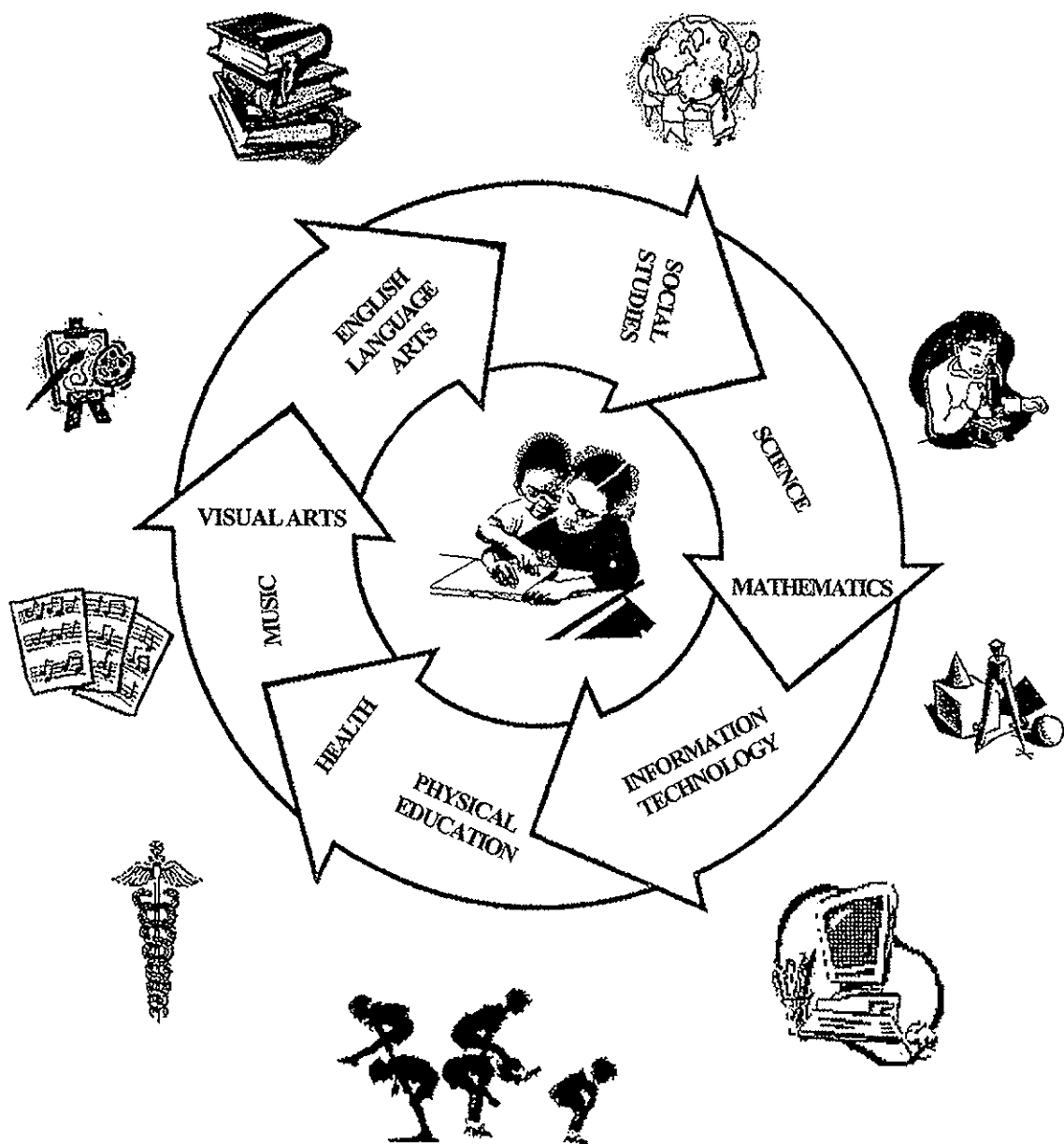
- variety of paper
- variety of materials -- pens, markers
- paint
- magazines
- field trips/community involvement
- T.V./VCR
- refer to writing strategies module for detailed reference list

References - Teacher:

References - Student:

Glossary:

- Intergenerational Writing Buddies: Seniors or other age groups that work with a specific group of students



Module F

ENGLISH LANGUAGE ARTS

Module Title: Speaking and Listening

Sequence Reference: PS EL-F

Time allotted:

Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.2 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- speak for a variety of audiences and purposes and respond appropriately
- listen for a variety of purposes and appreciate the diversity of language

Content Detail:

- purpose
 - discussing, informing, questioning, problem solving, sharing idea, sharing stories, choral speaking, dramatics, role playing, reporting e.g. show and tell, comprehending, following instructions, evaluating, responding, enjoyment, gathering information, anticipating outcomes (predicting)
- vocabulary
 - ideas, feelings, opinions and experiences
- speaking skills
 - content details, proper grammar, poise, voice tone, rate of speaking, volume, pitch, eye contact and turn taking
- responses
 - paraphrasing, clarifying and questioning/answering
- listening skills
 - eye contact
 - proper body language
 - questioning
- diversity of language
 - cultural appreciation

Module Title: Speaking and Listening	Sequence Reference: PS EL-F
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modelling • role playing • tape and video recording • share various forms of genre • group discussion • opportunities for children to speak • elocution • class discussions • teacher conferences • interactive CD-ROM • K-W-L • listening centre	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • check list • teacher observation • story retelling

Module Title: Speaking and Listening

Sequence Reference: PS EL-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- participation

Special Resources:

(materials, equipment & community involvement)

- | | | |
|---------------------|--|---------------------|
| • tape recorder | • VCR/Videos | • computer hardware |
| • computer software | • puppets | • props |
| • dress-up kit | • sequence cards | • TV |
| • earphones | • field trips | • crayons |
| • markers | • pencils | • variety of books |
| • P.A. system | • community involvement
(e.g. Spring into the Arts circle time) | • picture charts |

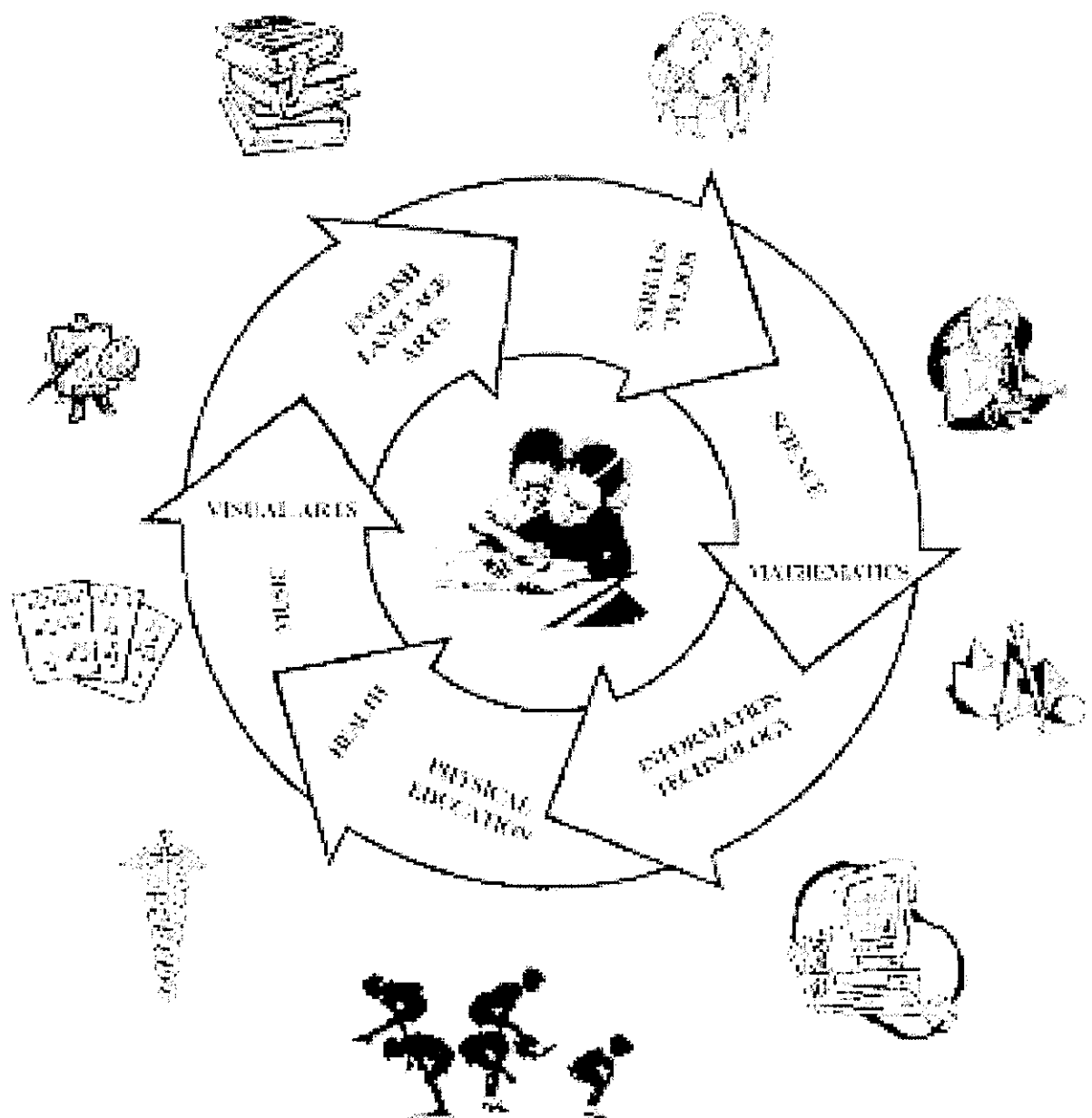
References - Teacher:

References - Student:

- Wiggle Works
- Talking books

Glossary:

- reader's theatre: a form of response in which children turn a story into a play.
- colloquialism: use of informal or familiar language common to a culture (e.g. slang)
- elocution: the art or style of expressive speaking



Module G

ENGLISH LANGUAGE ARTS

Module Title: Processing Information and Mass Media

Sequence Reference: PS EL-G

Time allotted:

Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.1 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

PHASE A

PHASE B

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Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- conduct research on academic and personal interests demonstrating competency in the basic use of print and non-print media
- critically analyze and evaluate non-print texts to apply them to problem solving and increasing personal understanding
- utilize multimedia to communicate and create print and non-print text

print

- library skills
 - etiquette, locate specific areas
- research skills
 - formulate questioning, select information
 - gather information, present information

non-print:

- camera
- comprehend data
- critique data
 - observe, examine, classify, predict
- tape record

Module Title: Processing Information and Mass Media

Sequence Reference: PS EL-G

**Recommended
Instructional Strategies:**

- brainstorming
- experience charts
- K-W-L
- think-pair-share
- field trips
- computer sessions
- games

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observation

Module Title: Processing Information and Mass Media

Sequence Reference: PS EL-G

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- oral performance

Special Resources: (materials, equipment & community involvement)

- class library
- crayons
- TV
- computers
- camera/film
- audio tapes
- markers
- VCR
- community places of interest

References - Teacher:

References - Student:

- magazines

Glossary:

- refer to text

**PRESCHOOL (PS) ENGLISH LANGUAGE ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. READING STRATEGIES ☐ demonstrate an awareness of print ☐ apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words ☐ develop and extend vocabulary ☐ use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words B. COMPREHENSION ☐ relate prior knowledge and personal experiences with a variety of text in order to construct meaning ☐ analyze story elements ☐ utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature C. LITERATURE ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classic literature that represent a diversity of authors, illustrators and cultures D. WRITING STRATEGIES ☐ engage in the writing process ☐ use appropriate conventions of print, grammar and spelling to convey ideas ☐ generate and expand writing vocabulary			E. WRITING COMPOSITION ☐ create tools collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes F. SPEAKING AND LISTENING ☐ speak for a variety of audiences and purposes and respond appropriately ☐ listen for a variety of purposes and appreciate the diversity of language G. PROCESSING INFORMATION AND MASS MEDIA ☐ conduct research on academic and personal interests demonstrating competency in the basic use of print and non-print media ☐ critically analyze and evaluate non-print texts to apply them to problem solving and increasing personal understanding ☐ utilize multimedia to communicate and create print and non-print text		

Primary School Curriculum

English Language Arts– P1

Department of Education
Bermuda
2006



**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: English Language Arts

Subject Code: P1 EL

Time Allotted: 450min/wk

RATIONALE

Language is fundamental to all aspects of thinking, communicating, and learning. It is the foundation upon which all other subjects are built. The proper development of language at the preschool and primary levels facilitates learning, which occurs at the Middle School and Senior School.

The Preschool/Primary English Language Arts Curriculum provides students with the opportunity to explore the various components of language: - reading, writing, listening, speaking, viewing and thinking. It equips them with literary and communication skills allowing them greater ability to function in our society. Teachers use various methods to present the curriculum. Literacy skills are taught in several content areas using thematic units. They emphasize the use of current technology in written and oral communication. As a result, students will be encouraged to become life-long learners.

PRIMARY ONE (P1) REQUIREMENTS

The requirements for this level are as follows:

Performance Assessment - phonemic awareness - penmanship - oral reading - role playing - show and tell	50%
Product Assessment Portfolio to include: - one alphabet book - one dictated graphic organizers - three writing samples	35%
Written Assessment - picture comprehension - name writing/picture drawing - module test	15%
Total	100%

MATERIALS OF INSTRUCTION (Adopted Text)

Scholastic. Scholastic Literacy Place (K). New York: Scholastic Inc., 2000.

PHASE A OUTLINE

P1 Module Titles A -G	P2 Modules Titles A -G	P3 Modules Titles A -G
A. Reading Strategies 65 - spacing - left to right - top/bottom - letter/words - parts of a book - phonological awareness - rhymes, songs, chants - consonants	A. Reading Strategies 85 - words/sentences - punctuation - alphabet order - phonological awareness - high frequency words - rhymes, songs, chants - decoding	A. Reading Strategies 70 - parts of a book - beginning/middle/end - decoding - high frequency word - rhymes - onset/rimes - compound words
B. Comprehension 60 - establish purpose - prediction - beginning, middle, end - illustration - retelling a story	B. Comprehension 60 - establish purpose - prediction - similarities and differences - sequence - questioning - cause and effect - graphic organizers - main idea - supporting details	B. Comprehension 60 - establish purpose - prediction - draw conclusions - characterization - sequence - theme
C. Literature 60 - repetitive story - genre variety - rhyme - naming words - personification	C. Literature 60 - captions - repetitive story - genre variety - action verbs - rhyme - personification - literature - characters	C. Literature 60 - personal narrative - repetitive story - genre variety - action verbs - descriptive language - onomatopoeia - illustrations - culture

D. Writing Strategies 65 - pre-writing activities - composing - conventions of print - D'Nealian manuscript - periods - CVC words	D. Writing Strategies 65 - brainstorming - compose - edit - publish - conventions of print - D'Nealian manuscript - period/question marks - nouns, verbs, adjectives - CVC silent e	D. Writing Strategies..... 65 - pre-writing activities - D'Nealian manuscript/cursive - sequence - spacing-singular/plural/noun - proper I - comma, period, question mark - contractions
E. Writing Composition 40 - generate ideas - vocabulary development - picture book - captions for illustration	E. Writing Composition 40 - generate idea - vocabulary development - journal - story - letter - inform - entertain - life experiences	E. Writing Composition 40 - generate ideas - reflection - captions - life experiences - poetry - picture books - letters
F. Speaking and Listening . 80 - show and tell - prediction stories - speaking skills - listening skills	F. Speaking and Listening ...65 - role playing - predicting stories - speaking skills - listening skills	F. Speaking and Listening ... 65 - story retelling - role playing - show and tell - speaking skills - listening skills
G. Processing Information and Mass Media 25 - library skills - present information - observe - examine	G. Processing Information and Mass Media 25 - library skills - gather information - present information - classify	G. Processing Information and Mass Media 25 - library skills - formulate questions - gather information - report - observe - examine - photo story

Subtotal 400	Subtotal 400	Subtotal 34
Optional Time <u>50</u>	Optional Time <u>50</u>	Optional Time <u>50</u>
Total Minutes 450	Total Minutes 450	Total Minutes 450

PRIMARY SCHOOL

check one: PS ☐ P1 ☒ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐

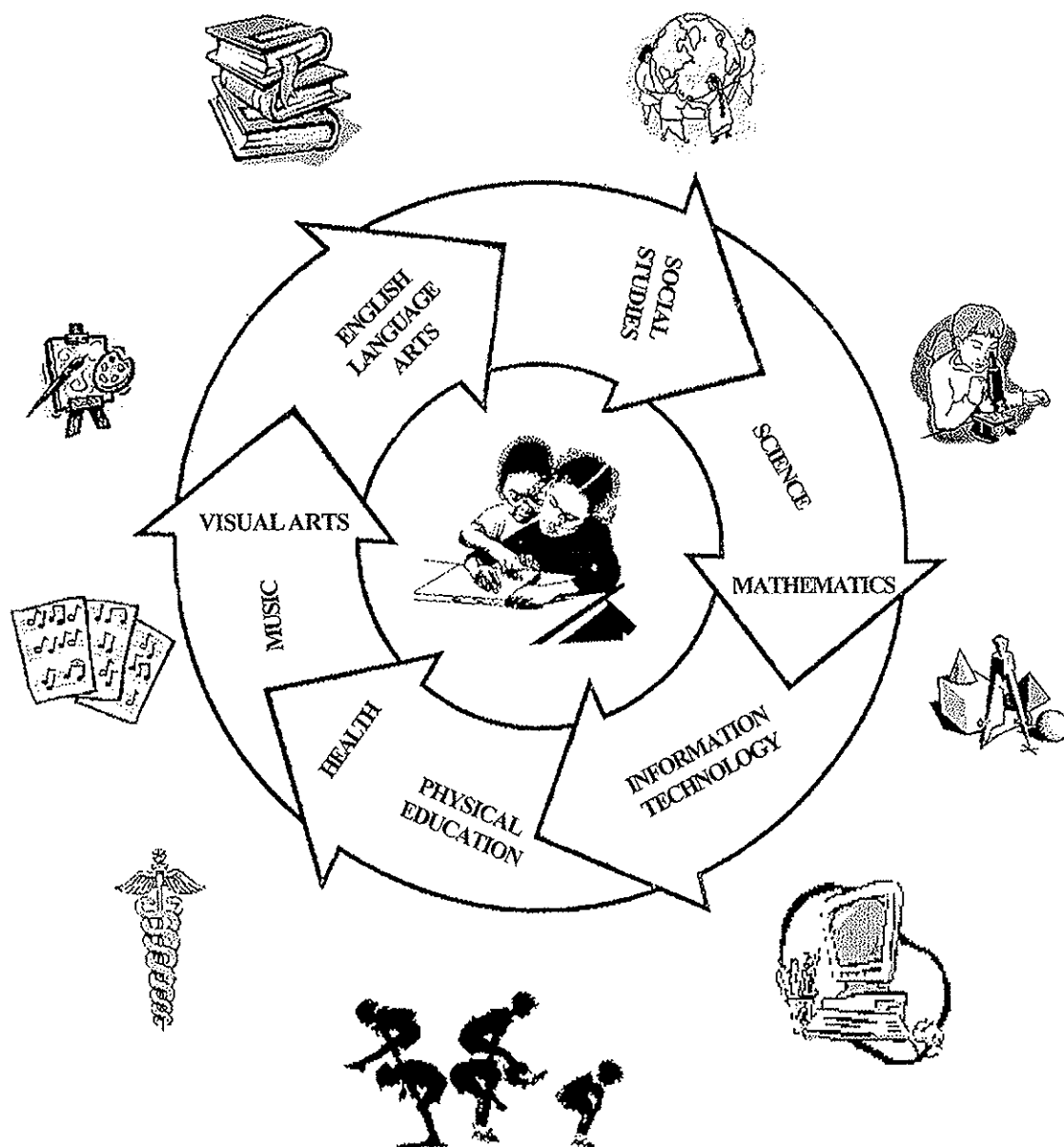
English Language Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x		x
		2.2	Competence		x	x	x	x	x	x
		2.3	Usage		x	x	x	x	x	x
		2.4	Audience		x	x	x	x	x	x
		2.5	Research		x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

A - Reading Strategies
 B - Comprehension
 C - Literature
 D - Writing Strategies

E - Writing Composition
 F - Speaking and Listening
 G - Processing Information and Mass Media



Module A

ENGLISH LANGUAGE ARTS

Module Title: Reading Strategies

Sequence Reference: P1 EL-A

Time allotted: 65 min/wk

Subgoal Emphasis:

- 1.1 – 1.6 Reading, Literature
- 2.1 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness of print
- apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words
- develop and extend vocabulary
- use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words
- track text read from left to right and top to bottom
- recognize that sentences in print are made up of separate words
- begin to understand that punctuation and capitalization are used in all written sentences.
- identify and produce rhyming words in response to an oral prompt and distinguish rhyming and non-rhyming words.
- identify component sounds (phonemes and combinations of phonemes) in spoken words.
- segment the phonemes in high frequency words
- blend spoken phonemes to make high frequency words.
- demonstrate an understanding that there are systematic and predictable relationships between print and spoken sounds.
- recognize and name all uppercase and lowercase letters of the alphabet.
- match all consonant and short-vowel sounds to appropriate letters
- blend individual sounds to read one-syllable decodable words
- apply learned phonics skills when reading words and sentences in stories

Content Detail:

- awareness of print
 - left to right/top to bottom
 - spaces
 - letters – words
 - capital and lower case letters
 - alphabet order
 - punctuation
 - sequence of letters
 - parts of a book
- correct spelling
- phonological awareness:
 - initial, medial and final sounds
 - rhyming words
 - segment and combine syllables
 - isolate sounds
 - blend sounds
 - letter identification
 - word families: at, an etc.
 - put one under the other in list
 - spelling patterns
 - letter-sound corresponding
 - vocabulary development
 - high frequency words
 - experiential word study
 - class discussions
 - nouns/verbs
 - rhymes, songs, chants
 - word wall
 - onset – rhymes
 - technology usage - picture
 - pictionary

Curriculum Objectives:**Content Detail:**

At the end of this module, students will:

- read previously taught high frequency words at the rate of 30 words correct per minute
- read previously taught grade-level text with appropriate expression.
- discuss the meaning of words and understand that some words have multiple meanings.
- retell familiar events and stories to include beginning, middle and end.
- use prior knowledge, graphic features (illustrations), and graphic organizers to understand text.
- retell important facts in the student's own words.

Recommended Instructional Strategies:

- track each word from left to right and top to bottom with a return sweep
 - frame each word
 - label objects and furniture
 - display word wall
 - explore tactile modality i.e.: sand, shaving cream
 - match words on cards
 - read to children and with children
 - design cloze activities
 - language experience
 - buddy reading
- example:
- choose an illustrated story without reading the words
 - show class only the illustrations
 - encourage children to ask questions such as: what do you think this story is about? What do you think will happen next?
 - read story to class
 - encourage students to read and predict new words by using the illustrations as clues
 - invite children to follow as teacher tracks each word from left to right, top to bottom with return sweep
 - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment
 - shared vocabulary reading
 - reading aloud
 - interactive writing
 - language experimental/sharing writing
 - interactive writing with emphasis on hearing and recording sounds in words, on making connections between words, and on word construction
 - word study with emphasis on categorizing words, making connections between words and word construction using onsets and rhymes, beginnings and endings
 - blend sounds to make words: oral segmentation, oral blending, sound – spelling
 - provide magazines and newspapers and have students cut out specific words

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- anecdotal record
- running records
- taped oral reading
- pupil mini-lessons
- personal dictionary of new words
- reading check list
- portfolios
- student conferences
- word list
- student mini-lessons
- beginning of the year assessment

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running record
- end-of-unit test
- module test
- word list
- mid-year reading & writing assessment
- using the results

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- cassette tapes – tape recorders
- construction papers - markers
- magazines
- scissors
- glue
- magnetic letters
- magnetic boards
- chalkboard
- felt chart
- puppets
- flip charts
- dress up kits
- mirrors
- sentence strips

References - Teacher:

Suggested Supplementary References

System-Wide Teacher's Ed. e.g. Scholastic Literacy Place K

- Guided Reading – Irene C. Fountas & Fountas/Pinnell
- Word Matters – Fountas/Pinnell
- Wiggle Works Scholastic
- Guiding the Reading Process – D. Booth
- Developing Life-Long Readers – M. Mooney
- The Literacy Map – J. R. Gentry
- Literacy – D. Booth

References - Student:

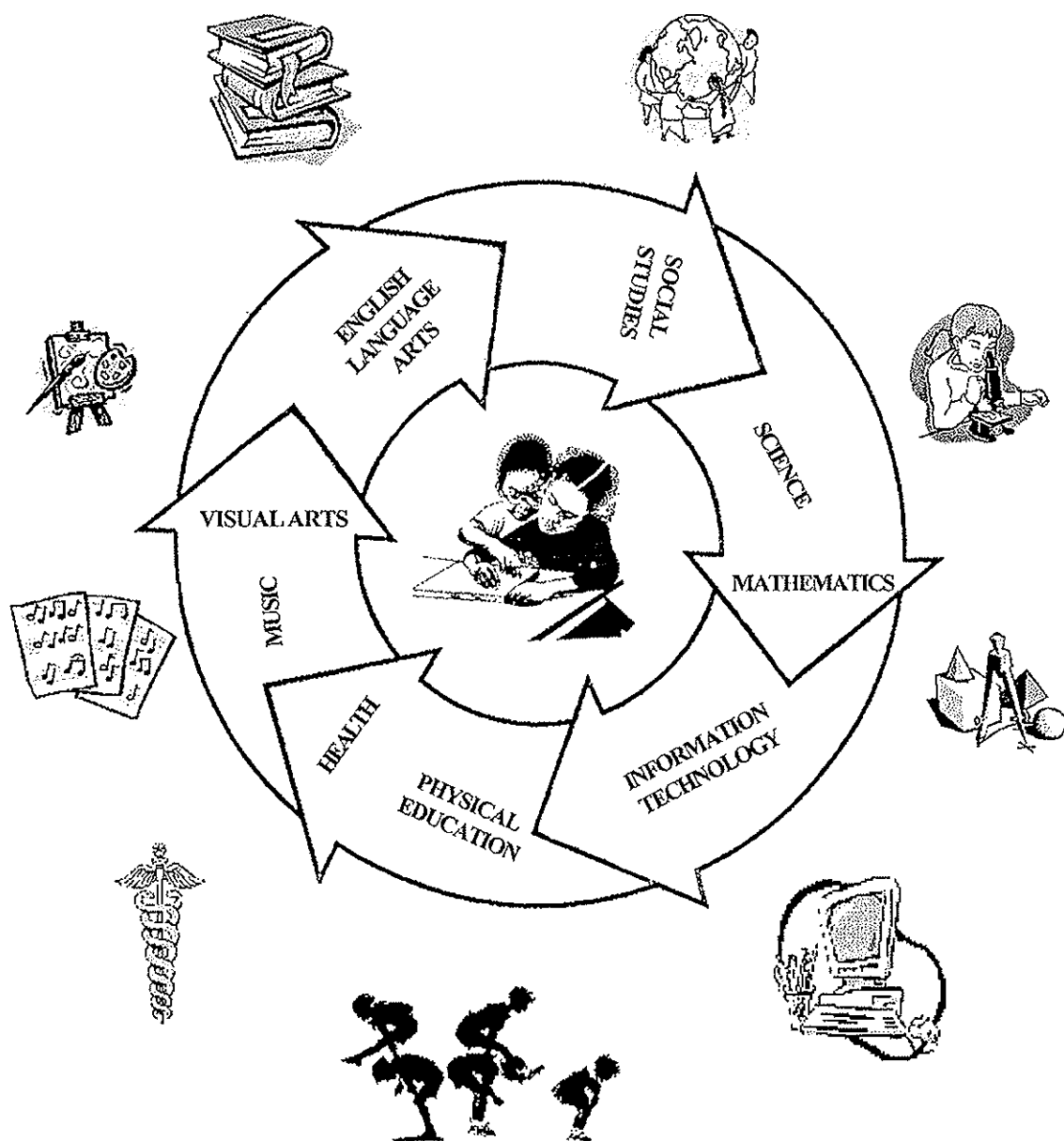
Suggested Supplementary References

System-Wide Student text e.g. Scholastic Guided Reading Books

- The Story Box – Wright Groups
- Just Right Books for Beginning Readers
- Shoe Box Literacy – Wright Group
- Sunshine Books – Wright Group
- I Can Read Books
- Oxford Reading Tree - Oxford
- Step into Reading
- Wiggle Works
- Pictionary

Glossary:

Using the results – to interpret data to determine mastery or further instructional strategies



Module B

ENGLISH LANGUAGE ARTS

Module Title: Comprehension

Sequence Reference: P1 EL-B

Time allotted: 60 min/wk

PHASE A

PHASE B

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Subgoal Emphasis:

- 1.1 – 1.6 Reading, Literature
- 2.1 - 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- relate prior knowledge and personal experiences with a variety of text in order to construct meaning
- analyze story elements
- utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature
- begin to distinguish fact from fiction in a read-aloud text.
- analyze story elements by asking and answering questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text
- read level B books and attending to each word in sequence
- reread a favorite story with fluent intonation and phrasing
- retell what they have read in their own words
- respond to simple questions about the content
- use knowledge from their own experiences to make sense about the text
- make predictions based on illustrations or parts of the story
- give reactions to the book with backup reasons
- relate their contributions to what others have said
- use newly learned vocabulary from talk and books read aloud

- establish purpose for reading
- prediction
- compare and contrast
- drawing conclusions
- similarities and differences
- character
- settings
- problem
- solutions
- beginning, middle and end
- theme
- illustrations
- sequence
- retelling of story
- dramatization
- main idea
- supporting details
- summarizing
- questioning
- cause and effect
- graphic organizers

Module Title: Comprehension``	Sequence Reference: P1 EL-B
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
teacher will enhance instruction by utilizing the following: • K-W-L • story mapping • Venn diagrams • sequence chain • main idea table • graphs • time line • charts • illustrations • cooperative grouping • response journals • mime • group discussions • clustering • shared reading • guided reading • read aloud • independent reading • oral reporting	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal records • portfolios • comprehension check list • graphic organizers • open-ended questions • conferences • selection tests • using rubrics • literacy log • selection tests • peer and self assessment • journals

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- book reports
- end-of-year test
- reproduction of text
(diorama – video presentation)
- projects
- poster reports
- placement assessment
- using the results
- module test
- mid-year reading & writing assessment
- spelling tests
- vocabulary tests

Special Resources:

(materials, equipment & community involvement)

- books
- cereal boxes
- catalogues
- TV - VCR
- chart paper
- magazines
- newspapers
- overhead projectors
- camera
- easel
- comic strips
- posters
- video camera
- tape recorder
- laminator

References - Teacher:

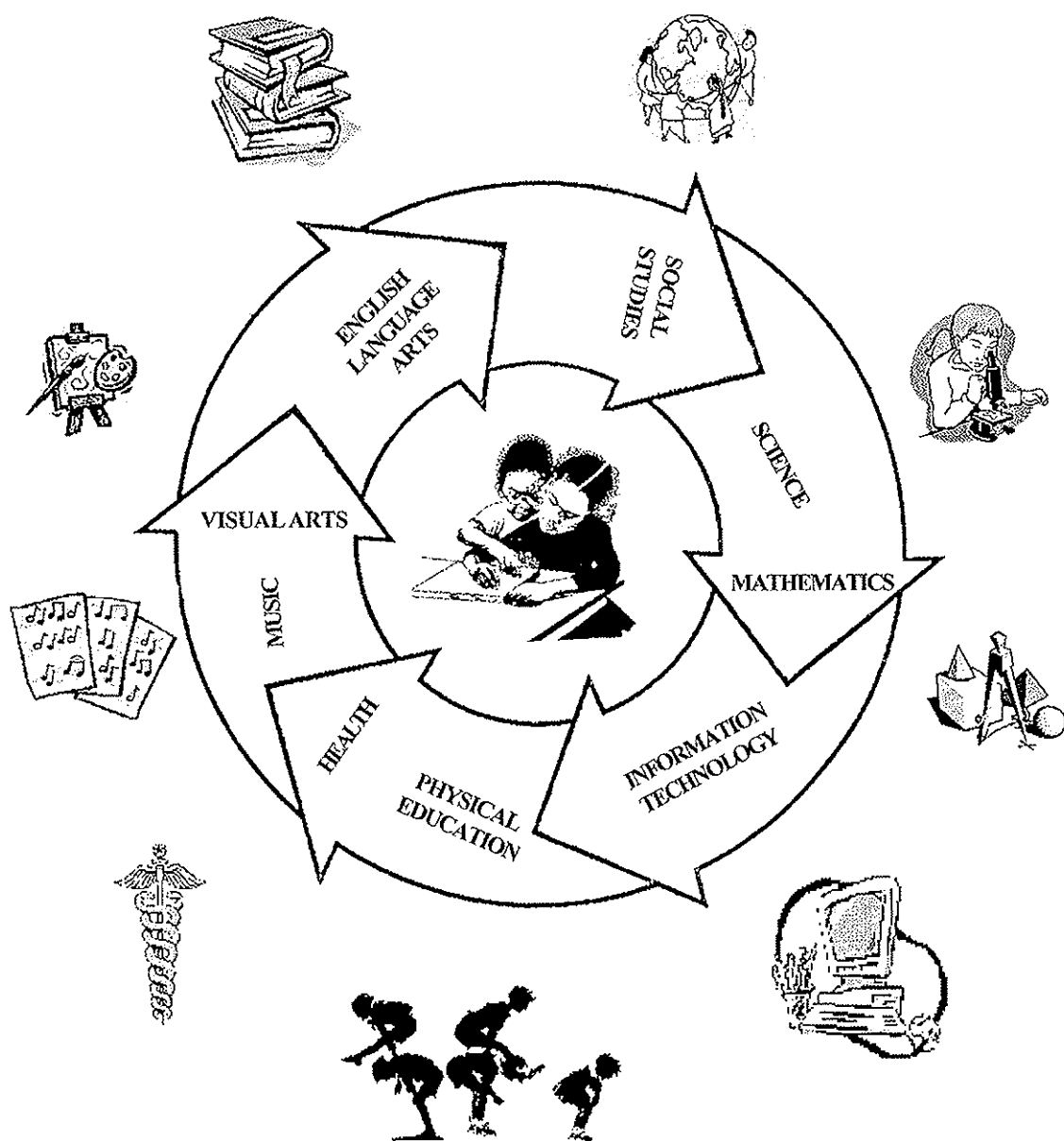
- System-wide texts eg. Literacy Place K
- Assessment Kit
- Scholastic Guided Reading
- Teacher's Guide
- Lifetime Guarantees
- Literacy Place mentor videos

References - Student:

- The Wright Group
- Sunshine variety of genre
- Story Box
- Puffin
- All Aboard Readers
- Literacy Place Student Anthology
- Wiggle Works CD-ROM
- Guided Reading Books
- Leveled Books
- Classroom Library Books

Glossary:

- K.W.L. is a chart
 - What we know
 - What we want to know
 - What we have learned
- 5 W chart
- Diorama – shoebox turned sideways exhibiting a scene from a story
- Using the results – to interpret data to determine mastery or further instructional strategies



Module C

ENGLISH LANGUAGE ARTS

Module Title: Literature

Sequence Reference: P1 EL-C

Time allotted: 60 min/wk

Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.4 Speaking and Listening
- 4.1 - 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

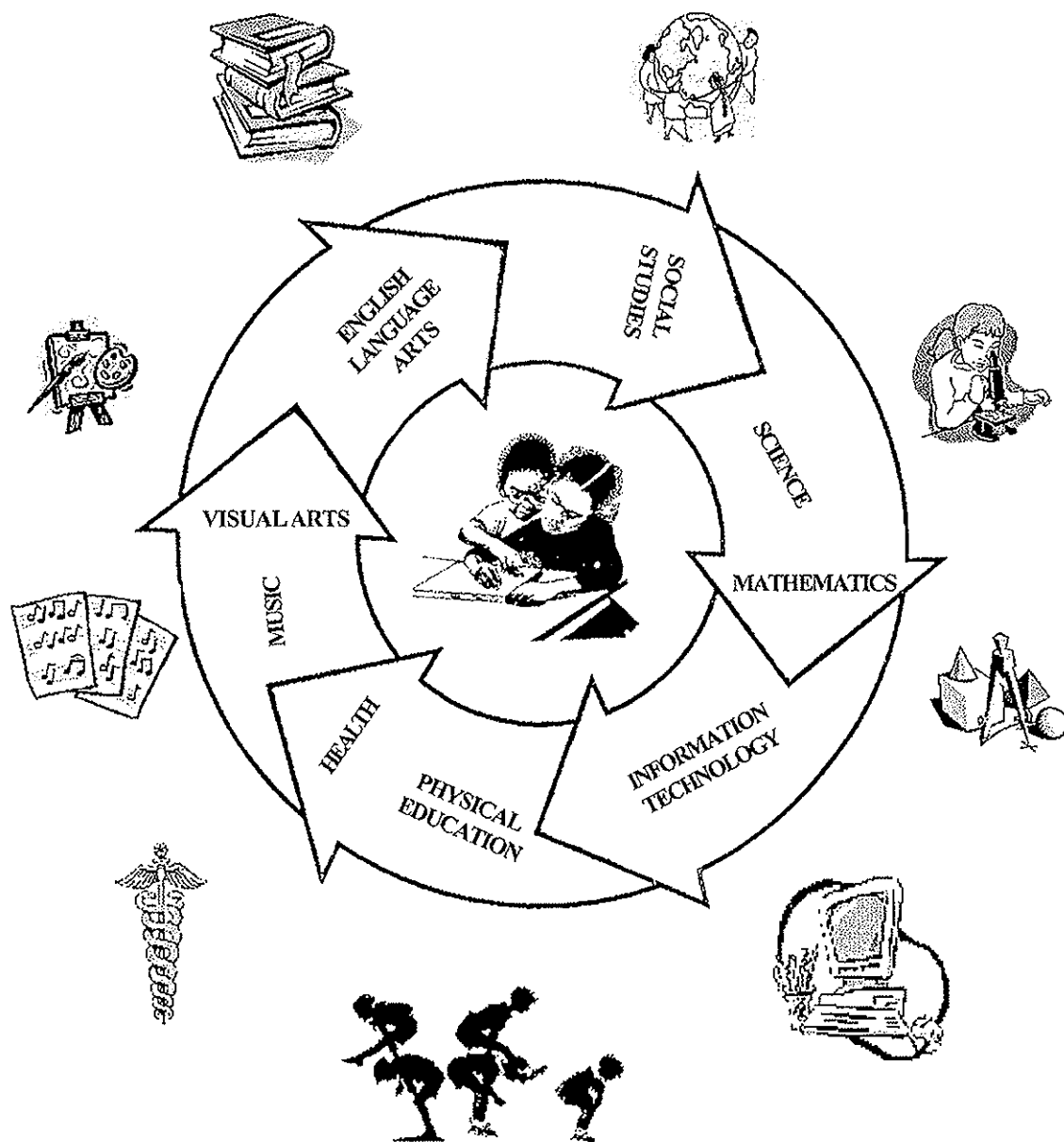
- read, listen to and respond to a variety of literature
- read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures
- connect life experiences to read aloud text
- listen to a variety of texts and use new vocabulary in oral language
- reread books for deeper understanding and knowledge of author's craft
- discuss literature that is read to them that may not be read independently
- talk about words and word meanings as they are encountered in books and conversation
- listen to one or two books read aloud each day and discuss with the teacher
- reread or read along with a partner – two to four familiar books a day
- use a range of genres, literature, songs, poems, plays, how-to books, signs, labels, messages and informational text

Content Detail:

- text types and structures:
 - captions
 - map
 - personal narrative
 - recipe
 - repetitive story
 - speech balloons
- genre:
 - fiction
 - non-fiction
 - reality
 - fantasy
 - poetry
 - drama
 - fables
 - legends
 - tales
- literary terms:
 - action words
 - naming words
 - descriptive words
 - personification
 - figurative language
 - onomatopoeia
 - rhyming
 - illustrations
- culture:
 - e.g. characters
 - customs
 - languages

Module Title: Literature	Sequence Reference: P1 EL-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• K-W-L • think-pair-share • 5 W chart • character map • Venn diagram • dramatization • illustration • cooperative grouping • journals • mime • group discussions • oral reports • D.E.A.R., B.E.A.R., U.S.S.R. • book talk • author's chair • audio-visual presentation • story-retelling • puppetry	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • illustrations • conference • story retelling • story map • book reports • open ended questions • observations • selection tests • peer assessment • using rubrics • journals • literacy logs • checklists

Module Title: Literature	Sequence Reference: P1 EL-C
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. - oral report - module test - using the results - unit tests - end of year tests - vocabulary tests - spelling tests - mid-year reading & writing assessment - placement assessment	
Special Resources: (materials, equipment & community involvement)	
- variety of texts - tapes - tape recorder - chart, chart paper - CD Players - computers	- journals - props - author's chair - dress-up box - easel, paints - computer programs
References - Teacher:	References - Student:
Systems - wide texts e.g. <u>Literary Place K</u>. Teacher's Ed. Suggested Supplementary References - variety of trade books <u>Grand Conversations</u> – Peterson & Eds <u>Talking About Books</u> – Short & Pierce <u>Developing Life-Long Readers</u> – Margaret Mooney <u>Loving Literature</u> – L. Minderman <u>The Child As Critic</u> – Glenna Davis Sloan	Systems – wide Anthology: e.g. Literary Place Suggested Supplementary References - variety of trade books - Poetry books - class/school/and community - libraries - dictionary
Glossary:	
- B.E.A.R.: Be Excited About Reading - D.E.A.R.: Drop Everything and Read - U.S.S.R.: Uninterrupted sustained silent reading Using the results – to interpret data to determine mastery or further instructional strategies	



ENGLISH LANGUAGE ARTS

Module Title: Writing Strategies

Sequence Reference: P1 EL-D

PHASE A

PHASE B

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Time allotted: 65 min/wk

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Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Process Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- engage in the writing process
- use appropriate conventions of print, grammar and spelling to convey ideas
- generate and expand vocabulary
- accurately print name, all uppercase and lowercase letters of the alphabet, and teacher-selected words
- use left-to-right pattern of writing
- begin to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences
- generate and expand writing vocabulary
- write daily
- use whatever means to communicate and make meaning (drawings, letter strings, scribbles, letter approximations, etc.)

Content Detail:

- pre-writing activities:
 - listening to stories; discussion-pictures and illustration
 - brainstorming; choose topic
 - determine audience; graphic organizers
 - composing
 - editing
 - publishing
- conventions of print/grammar
 - left to right, top to bottom; appropriate spacing sequence
 - formation of letters (D'Nealian manuscript)
 - legible print
 - use capital and lower case letters appropriately
 - capitals
 - names
 - pronoun I, first word in sentence
- punctuation:
 - use of period, use of question mark
 - use nouns and verbs in sentences
 - compose complete sentences and use appropriate punctuation
- spelling:
 - oral spelling using fingers;
 - sound-symbol correspondence
 - sight words
 - beginning consonants;
 - final consonants
- invented spelling
 - experiential vocabulary, content vocabulary
 - synonyms, antonyms, rhyming words
 - word families, onomatopoeia

Module Title: Writing Strategies	Sequence Reference: P1 EL-D
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• scaffolding • modelled writing • shared and interactive writing • independent writing • journals • writers' workshop • peer revision • graphic organizers • editing checklist • author's chair • publishing • conferences • utilize TAP in drafts	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • writing rubric • word recognition lists portfolio • anecdotal records from conferences • self-reflection • observation • performance assessment • portfolios • conferences • literacy logs • self-and peer assessment • journals

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- module test
- portfolios
- spelling tests
- unit tests
- end-of-year-test
- placement assessment
- vocabulary tests
- using the results

Special Resources:

(materials, equipment & community involvement)

- T.V.
- chart paper
- graphic organizers
- construction paper
- sound cards
- computer and software
- easel
- book binding machine
- markers

References - Teacher:

- Dancing with Pen, Ro Griffiths et. al,
- Creating Classrooms For Authors
- System-wide Teacher's Ed.
e.g. Literary Place, Harste Short and Burke,
- The Art of Teaching Writing, Calkins

References - Student:

Suggested Supplementary References dictionaries

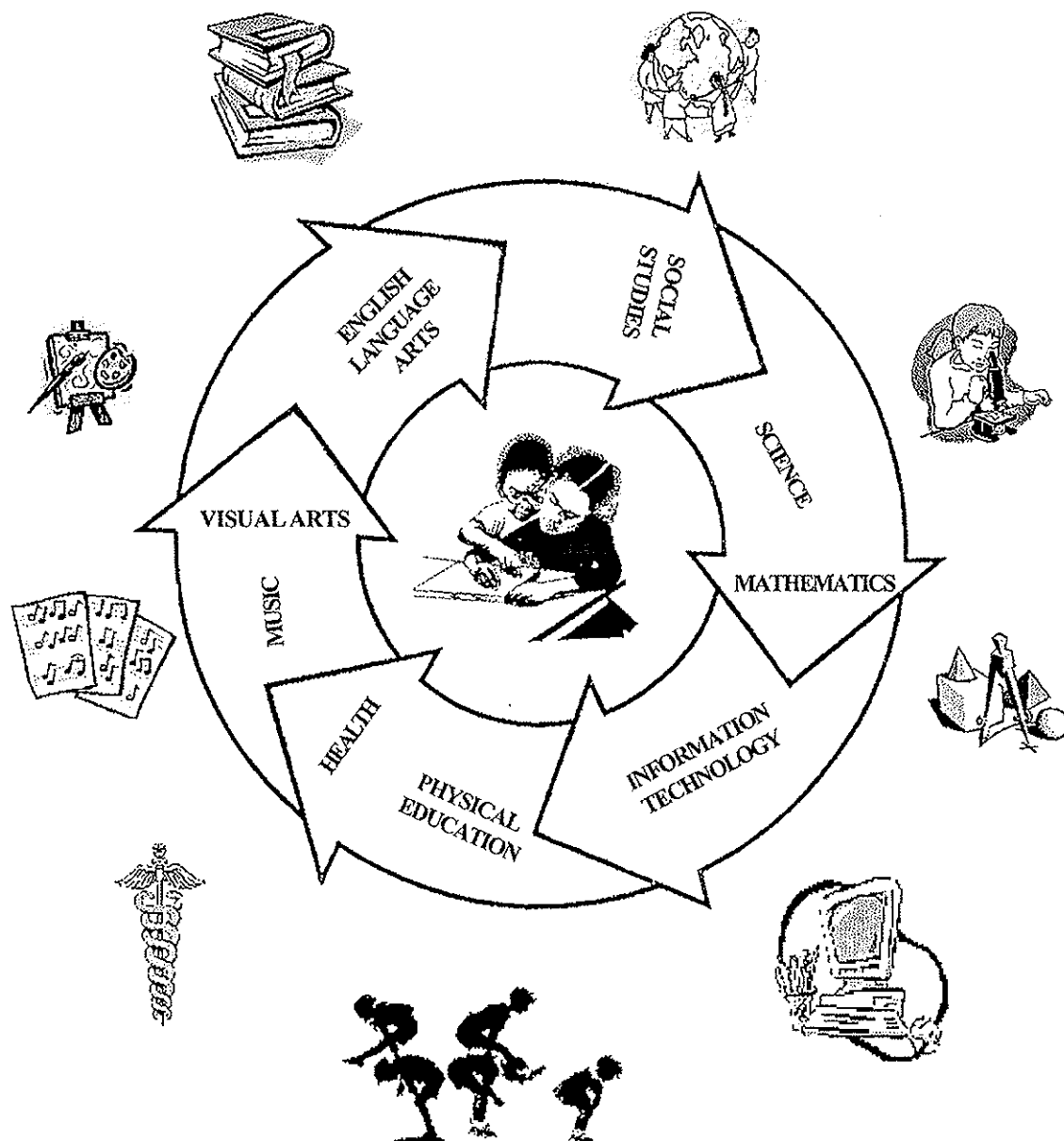
- Wiggle Works-Scholastic
- variety of books
- alphabetic chart
- word wall

Glossary:

Scaffolding: Process of supporting students in any aspect of reading and writing
This may include questioning, modelling etc.

T.A.P.: Topic
Audience placed at top of draft
Plan/Purpose

Using the results – to interpret data to determine mastery or further instructional strategies



Module E

ENGLISH LANGUAGE ARTS

Module Title: Writing Composition

Sequence Reference: P1 EL-E

Time allotted: 40 min/wk

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PHASE B

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Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes
- write a story that may be only a single event or several events loosely linked
- tell events as they move through time (control for chronological ordering)
- incorporate storybook language
- gather, collect and share information about a topic
- stay on topic
- exclude extraneous information when prompted
- tell someone what to do, e.g., give directions, send messages
- name or label objects and places
- re-enact and retell stories
- create their own stories, poems, plays and songs
- write or dictate to describe familiar persons, places, objects, or experiences

Content Detail:

- generate ideas
- vocabulary development
- variety of forms:
 - poetry
 - journal
 - picture book
 - story
 - letter
- purposes:
 - record ideas
 - reflections
 - dictate messages
 - captions for illustrations
 - communication
 - inform
 - entertain
 - describe
 - life experiences
 - community competitions

Module Title: Writing Composition

Sequence Reference: P1 EL-E

**Recommended
Instructional Strategies:**

- modelling
- shared writing
- independent writing
- computer graphic
- graphic organizers
- journal
- conferencing
- publishing
- author's chair
- cooperative groups
- peer coaching
- intergenerational Writing Buddies

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- questioning
- observing
- writing rubrics
- portfolios
- peer assessments
- anecdotal records
- journals
- literacy logs

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Portfolios
- unit tests
- vocabulary test
- mid year reading & writing assessment
- module test
- end of year tests
- spelling tests
- using the results

Special Resources:

(materials, equipment & community involvement)

- writing tools – pencils, crayons, markers
- chart paper
- magazines
- easels
- field trips
- books
- overhead projector
- computer hardware/software
- T.V./VCR

References - Teacher:

System-wide Teacher's Ed. e.g. Literacy Place K

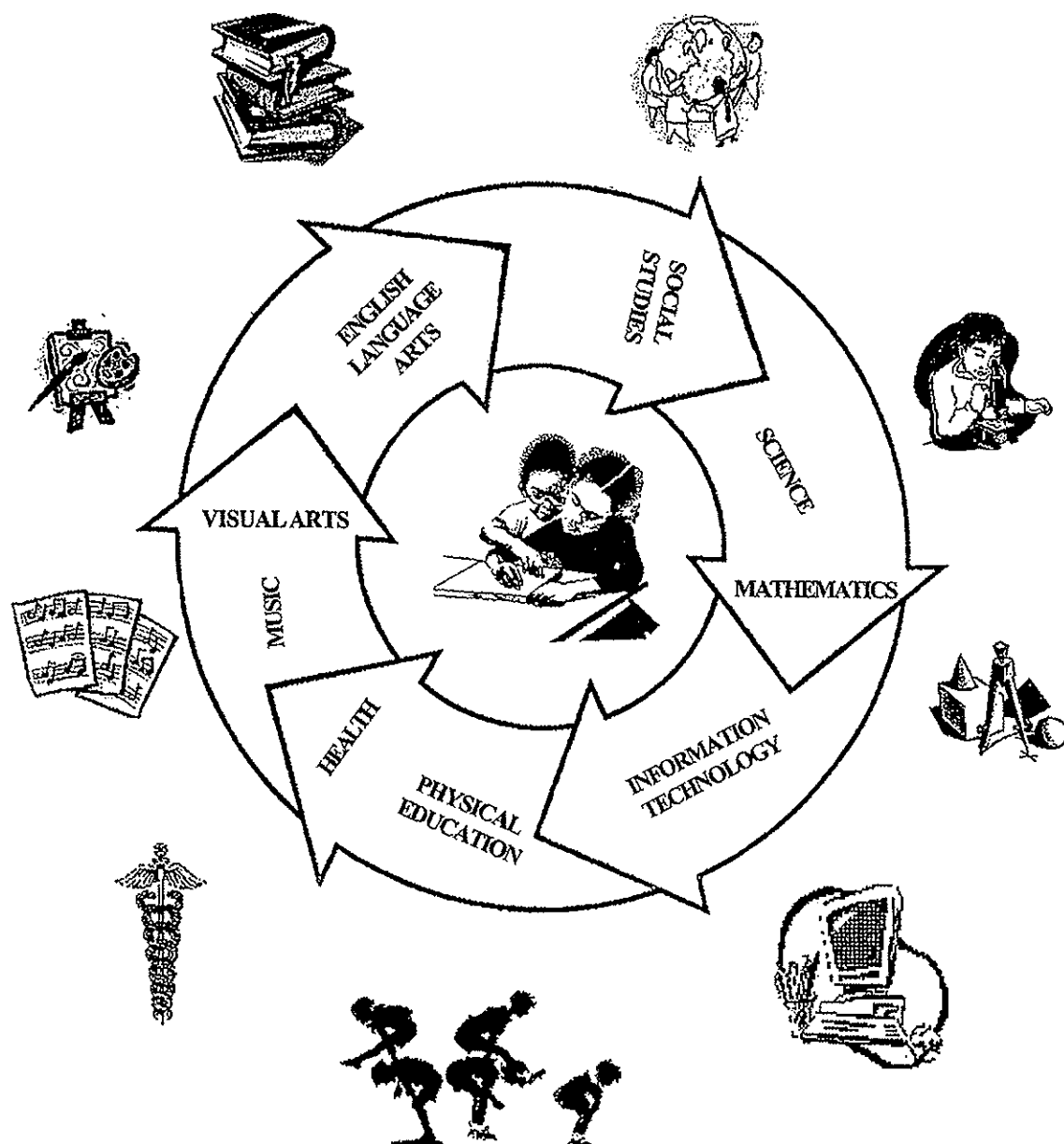
- refer to writing strategies module for detailed references

References - Student:

- Wiggle Works – Scholastic Computer Software

Glossary:

- Intergenerational Writing Buddies - Seniors or other age groups that work with a specific group of students
- using the results – to interpret data to determine mastery or further instructional strategies



Module F

ENGLISH LANGUAGE ARTS

Module Title: Speaking and Listening

Sequence Reference: P1 EL-F

Time allotted: 80 min/wk

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PHASE B

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Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.2 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- speak for a variety of audiences and purposes and respond appropriately
- listen for a variety of purposes and appreciate the diversity of language
- listen and speaks appropriately with peers and adults
- follow two-part oral directions
- repeat auditory sequences (letters, words, numbers, and rhythmic patterns)
- describe people, places, things locations and actions
- increase vocabulary to reflect a growing range of interests and knowledge
- communicate effectively when relating experiences and retelling stories heard

Listening/Speaking/Viewing

- use complete sentences when speaking
- begin to use subject-verb agreement and tense correctly

Content Detail:

- purpose
 - discussing, informing, questioning, problem solving, sharing idea, sharing stories, choral speaking, dramatics, role playing, reporting e.g. show and tell, comprehending, interpreting, analyzing, evaluating, responding, gathering information, enjoyment,, anticipating outcomes(predicting), following instructions
- vocabulary
 - ideas, feelings, opinions and experiences
- speaking skills
 - attention to content detail, proper grammar, poise, voice tone, rate of speaking, volume, pitch, eye contact, taking turns
- responses
 - organizing, clarifying, paraphrasing, summarizing, question/answer
- listening skills
 - correct posture
 - eye contact
 - proper body language
 - questioning
- diversity of language
 - cultural appreciation

**Recommended
Instructional Strategies:**

- modelling
- role playing
- tape and video recording
- share various forms of genre
- reader's theatre
- group discussion
- opportunities for children to speak
- elocution
- class discussions
- teacher conferences
- interactive CD-ROM
- K-W-L
- echo - reading
- listening centre

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- check lists for various speaking forms
- rubrics for oral presentations
- dramatic interpretation
- story retelling
- teacher observation
- peer assessment
- journals
- literacy logs
- conferences
- observation

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- performance based module test
- placement assessment
- mid year assessment
- end of year assessment

Special Resources: (materials, equipment & community involvement)

- tape recorder
- computer software
- dress-up kit
- earphones
- markers
- magazines
- P.A. system
- VCR/Videos
- puppets
- scissors
- field trips
- pencils
- sequencing cards
- community involvement
(e.g. spring into the arts, circle time
plays, assemblies etc.)
- computer hardware
- props
- TV
- crayons
- variety of books
- variety of books
- read-in

References - Teacher:

System-wide teacher's edition e.g. literacy place K
Skills for Growing K (suggested supplementary ref.)

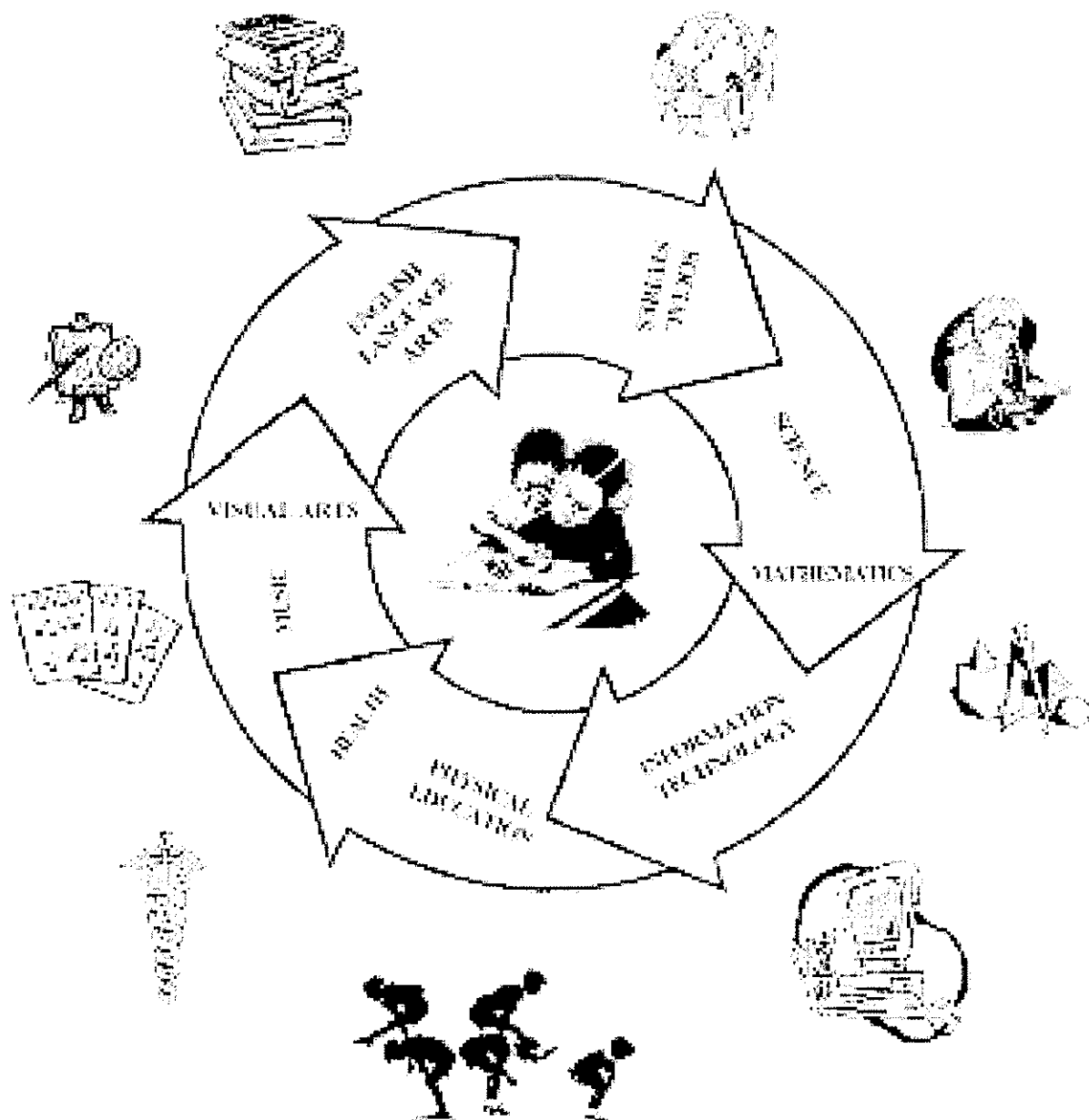
- The Child as Critic by Glenna Davis Sloan
- Literacy by D. Booth
- Literature tapes
- The Story-teller's Start Up Book by MacDonald
- Easy to Read Fold & Fairy Tale Plays by Carol Pugliano

References - Student:

- Wiggle Works - Scholastic
- Meet the Mentor video tapes
- Literature tapes

Glossary:

- reader's theatre: a form of response in which children turn a story into a play
- elocution: the art or style of expressive speaking



Module G

ENGLISH LANGUAGE ARTS

Module Title: Processing Information and Mass Media

Sequence Reference: P1 EL-G

Time allotted: 25 min/wk

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PHASE B

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Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.1 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- conduct research on academic and personal interests demonstrating competency in the basic use of print and non-print media
- critically analyze and evaluate non-print texts to apply them to problem solving and increasing personal understanding
- utilize multimedia to communicate and create print and non-print text

- print
 - library skills
 - etiquette
 - locate specific areas
- research skills
 - formulate questioning
 - select information
 - gather information
 - present information
- non-print
 - camera
- comprehend data
- critique data
 - observe
 - examine
 - classify
- predict
- tape record

**Recommended
Instructional Strategies:**

- brainstorming
- cooperative grouping
- computer sessions
- think-pair-share
- K-W-L
- interviews
- model format
- field trips
- games

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observation
- rubric
- checklist
- anecdotal records

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- portfolio
- oral performance
- display

Special Resources: (materials, equipment & community involvement)

- poster paper
- crayons
- computers
- CD
- community places of interest
- markers
- paper
- VCR
- CD player
- senior citizens
- camera/film
- reference books
- audio tapes
- overhead projector
- libraries: school, class, community

References - Teacher:

- System-wide teacher's edition e.g. Literacy Place K
- Suggested supplementary references: encyclopedia, journals
- Creating Classrooms for Authors and Enquiries, by Jerome Harste et al

References - Student:

- System-wide student texts e.g. Literacy Place K
- Suggested supplementary references: encyclopedia, journals, magazines

Glossary:

- photo story: book or article containing many photographs about a subject

**PRIMARY ONE (P1) ENGLISH LANGUAGE ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. READING STRATEGIES ☐ demonstrate an awareness of print ☐ apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words ☐ develop and extend vocabulary ☐ use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words ☐ track text read from left to right and top to bottom ☐ recognize that sentences in print are made up of separate words ☐ begin to understand that punctuation and capitalization are used in all written sentences. ☐ identify and produce rhyming words in response to an oral prompt and distinguish rhyming and non-rhyming words. ☐ identify component sounds (phonemes and combinations of phonemes) in spoken words. ☐ segment the phonemes in high frequency words ☐ blend spoken phonemes to make high frequency words. ☐ demonstrate an understanding that there are systematic and predictable relationships between print and spoken sounds. ☐ recognize and name all uppercase and lowercase letters of the alphabet. ☐ match all consonant and short-vowel sounds to appropriate letters ☐ blend individual sounds to read one-syllable decodable words ☐ apply learned phonics skills when reading words and sentences in stories			A. READING STRATEGIES (<i>Cont'd</i>) ☐ read previously taught high frequency words at the rate of 30 words correct per minute ☐ read previously taught grade-level text with appropriate expression. ☐ discuss the meaning of words and understand that some words have multiple meanings. ☐ retell familiar events and stories to include beginning, middle and end. ☐ use prior knowledge, graphic features (illustrations), and graphic organizers to understand text. ☐ retell important facts in the student's own words. B. COMPREHENSION ☐ relate prior knowledge and personal experiences with a variety of text in order to construct meaning ☐ analyze story elements ☐ utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature ☐ begin to distinguish fact from fiction in a read-aloud test. ☐ analyze story elements by asking and answering questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text ☐ read level B books and attending to each word in sequence ☐ reread a favorite story with fluent intonation and phrasing ☐ retell what they have read in their own words		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
B. COMPREHENSION (Cont'd) ☐ respond to simple questions about the content ☐ use knowledge from their own experiences to make sense about the text ☐ make predictions based on illustrations or parts of the story ☐ give reactions to the book with backup reasons ☐ relate their contributions to what others have said ☐ use newly learned vocabulary from talk and books read aloud C. LITERATURE ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures ☐ connect life experiences to read aloud text ☐ listen to a variety of texts and use new vocabulary in oral language ☐ reread books for deeper understanding and knowledge of author's craft ☐ discuss literature that is read to them that may not be read independently ☐ talk about words and word meanings as they are encountered in books and conversation ☐ listen to one or two books read aloud each day and discuss with the teacher ☐ reread or read along with a partner – two to four familiar books a day ☐ use a range of genres, literature, songs, poems, plays, how-to books, signs, labels, messages and informational text			D. WRITING STRATEGIES ☐ engage in the writing process ☐ use appropriate conventions of print, grammar and spelling to convey ideas ☐ generate and expand vocabulary ☐ accurately print name, all uppercase and lowercase letters of the alphabet, and teacher-selected words ☐ use left-to-right pattern of writing ☐ begin to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences ☐ generate and expand writing vocabulary ☐ write daily ☐ use whatever means to communicate and make meaning (drawings, letter strings, scribbles, letter approximations, etc.) E. WRITING COMPOSITION ☐ create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes ☐ write a story that may be only a single event or several events loosely linked ☐ tell events as they move through time (control for chronological ordering) ☐ incorporate storybook language ☐ gather, collect and share information about a topic ☐ stay on topic ☐ exclude extraneous information when prompted ☐ tell someone what to do, e.g., give directions, send messages ☐ name or label objects and places ☐ re-enact and retell stories ☐ create their own stories, poems, plays and songs ☐ write or dictate to describe familiar persons, places, objects, or experiences		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
F. SPEAKING AND LISTENING ☐ speak for a variety of audiences and purposes and respond appropriately ☐ listen for a variety of purposes and appreciate the diversity of language ☐ listen and speaks appropriately with peers and adults ☐ follow two-part oral directions ☐ repeat auditory sequences (letters, words, numbers, and rhythmic patterns) ☐ describe people, places, things locations and actions ☐ increase vocabulary to reflect a growing range of interests and knowledge ☐ communicate effectively when relating experiences and retelling stories heard ☐ use complete sentences when speaking ☐ begin to use subject-verb agreement and tense correctly G. PROCESSING INFORMATION AND MASS MEDIA ☐ conduct research on academic and personal interests demonstrating competency in the basic use of print and non-print media ☐ critically analyze and evaluate non-print texts to apply them to problem solving and increasing personal understanding ☐ utilize multimedia to communicate and create print and non-print text					

Primary School Curriculum

English Language Arts– P2

Department of Education
Bermuda
2006



**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: English Language Arts

Subject Code: P2 EL

Time Allotted: 450 min/wk

RATIONALE

Language is fundamental to all aspects of thinking, communicating, and learning. It is the foundation upon which all other subjects are built. The proper development of language at the preschool and primary levels facilitates learning, which occurs at the Middle School and Senior School.

The Preschool/Primary English Language Arts Curriculum provides students with the opportunity to explore the various components of language:- reading, writing, listening, speaking, viewing and thinking. It equips them with literary and communication skills allowing them greater ability to function in our society. Teachers use various methods to present the curriculum. Literacy skills are taught in several content areas using thematic units. They emphasize the use of current technology in written and oral communication. As a result, students will be encouraged to become life-long learners.

PRIMARY TWO (P2) REQUIREMENTS

The requirements for this level are as follows:

Performance Assessment - phonemic awareness - penmanship - oral reading - role playing - show and tell	50%
Product Assessment Portfolio to include: - graphic organizer - three writing samples - one story diorama - reading log	35%
Written Assessment - picture comprehension - picture drawing - module test	15%
Total	100%

MATERIALS OF INSTRUCTION (Adopted Text)

Scholastic. Scholastic Literacy Place (Gr1). New York: Scholastic Inc., 2000.

PHASE A OUTLINE

P1 Module Titles A -G	P2 Modules Titles A -G	P3 Modules Titles A -G
A. Reading Strategies 65 - spacing - left to right - top/bottom - letter/words - parts of a book - phonological awareness - rhymes, songs, chants - consonants	A. Reading Strategies 85 - words/sentences - punctuation - alphabet order - phonological awareness - high frequency words - rhymes, songs, chants - decoding	A. Reading Strategies 70 - parts of a book - beginning/middle/end - decoding - high frequency word - rhymes - onset/rimes - compound words
B. Comprehension 60 - establish purpose - prediction - beginning, middle, end - illustration - retelling a story	B. Comprehension 60 - establish purpose - prediction - similarities and differences - sequence - questioning - cause and effect - graphic organizers - main idea - supporting details	B. Comprehension 60 - establish purpose - prediction - draw conclusions - characterization - sequence - theme
C. Literature 60 - repetitive story - genre variety - rhyme - naming words - personification	C. Literature 60 - captions - repetitive story - genre variety - action verbs - rhyme - personification - literature - characters	C. Literature 60 - personal narrative - repetitive story - genre variety - action verbs - descriptive language - onomatopoeia - illustrations - culture

D. Writing Strategies 65 - pre-writing activities - composing - conventions of print - D'Nealian manuscript - periods - CVC words	D. Writing Strategies 65 - brainstorming - compose - edit - publish - conventions of print - D'Nealian manuscript - period/question marks - nouns, verbs, adjectives - CVC silent e	D. Writing Strategies..... 65 - pre-writing activities - D'Nealian manuscript/cursive - sequence - spacing-singular/plural/noun - proper I - comma, period, question mark - contractions
E. Writing Composition 40 - generate ideas - vocabulary development - picture book - captions for illustration	E. Writing Composition 40 - generate idea - vocabulary development - journal - story - letter - inform - entertain - life experiences	E. Writing Composition 40 - generate ideas - reflection - captions - life experiences - poetry - picture books - letters
F. Speaking and Listening . 80 - show and tell - prediction stories - speaking skills - listening skills	F. Speaking and Listening ...65 - role playing - predicting stories - speaking skills - listening skills	F. Speaking and Listening... 65 - story retelling - role playing - show and tell - speaking skills - listening skills
G. Processing Information and Mass Media 25 - library skills - present information - observe - examine	G. Processing Information and Mass Media 25 - library skills - gather information - present information - classify	G. Processing Information and Mass Media 25 - library skills - formulate questions - gather information - report - observe - examine - photo story

Subtotal 400	Subtotal 400	Subtotal 400
Optional Time <u>50</u>	Optional Time <u>50</u>	Optional Time <u>50</u>
Total Minutes 450	Total Minutes 450	Total Minutes 450

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☒ P3 ☐ P4 ☐ P5 ☐ P6 ☐

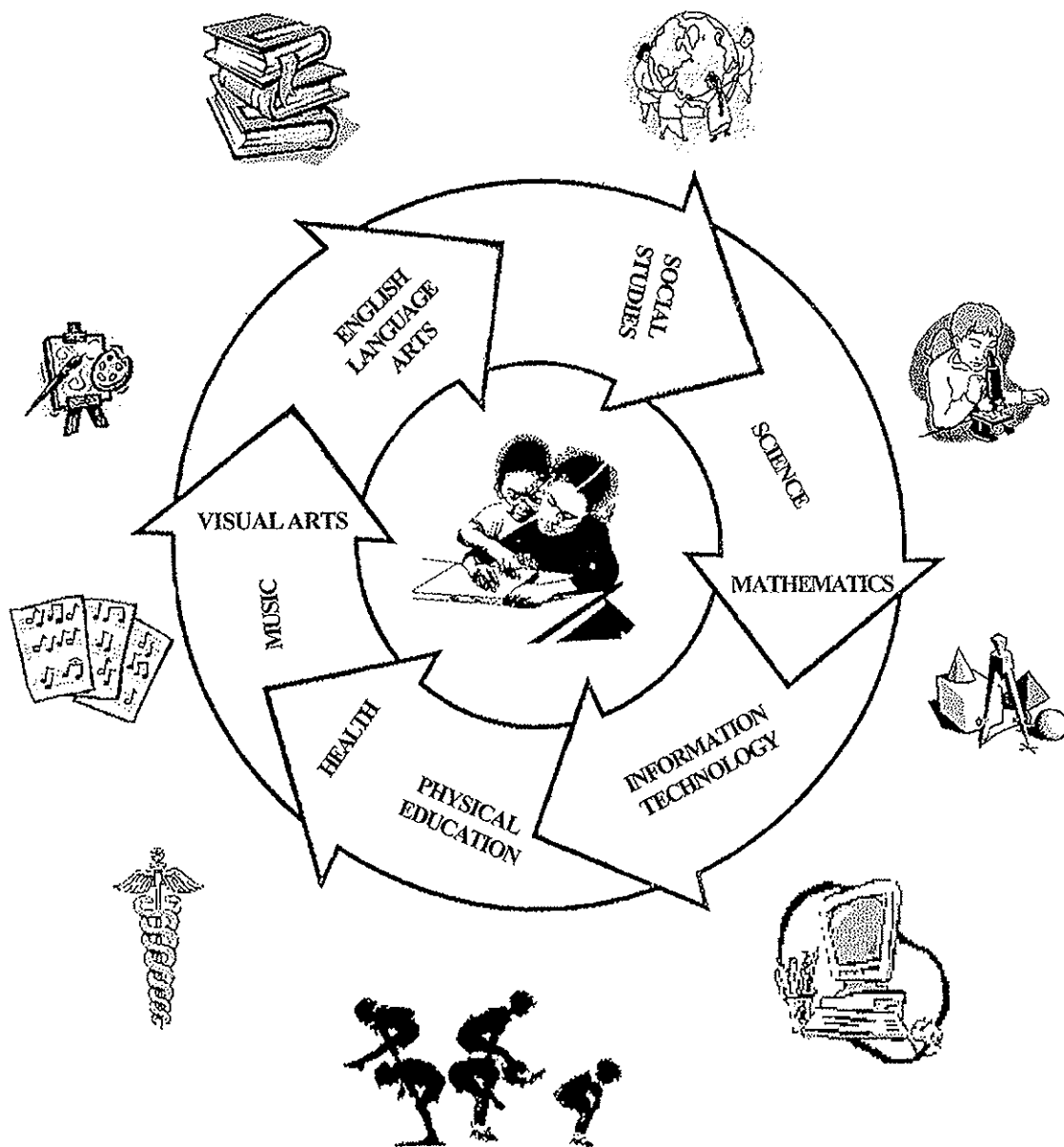
English Language Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x		x
		2.2	Competence		x	x	x	x	x	x
		2.3	Usage		x	x	x	x	x	x
		2.4	Audience		x	x	x	x	x	x
		2.5	Research		x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

- A - Reading Strategies
- B - Comprehension
- C - Literature
- D - Writing Strategies

- E - Writing Composition
- F - Speaking and Listening
- G - Processing Information and Mass Media



Module A

ENGLISH LANGUAGE ARTS

Module Title: Reading Strategies

Sequence Reference: P2 EL-A

Time allotted: 85 min/wk

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Subgoal Emphasis:

- 1.1 – 1.6 Reading, Literature
- 2.1 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate an awareness of print
- apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words
- develop and extend vocabulary
- use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words
- recognize whether the words sound right, given their spelling
- recognize when sentences don't make sense
- understand that there are correct spellings for words
- identify the beginning/end of a sentence
- demonstrate that punctuation and capitalization are used in all written sentences
- isolate beginning, middle and ending sounds in single-syllable words
- identify onsets and rhymes in spoken one-syllable words
- Add, delete or substitute target sounds to change words (e.g., change top to stop; smile to mile; cat to cap)
- distinguish between long and short vowel sounds in spoken, one syllable words (can/cane)
- orally blend two-four phonemes into recognizable and/or nonsense words
- automatically segment one-syllable words into sounds
- automatically generate the sounds for all letters/letter patterns, including long/short vowels,
- recognize high-frequency and familiar words within text

- print awareness:
 - left to right/top – bottom
 - spaces, letters – words, capital and lower case letters
 - alphabetical order, punctuation, capitalization
 - sequence of letters, parts of a book
 - correct spelling
- phonological awareness:
 - beginning/middle/end
 - words/sentences
 - beginning, middle and ending sounds
 - rhyming words
 - segment and combine syllables
 - isolate sounds
 - blend sounds
 - letter identification
- decode
 - consonants
 - short/long vowels,
 - phonograms,
 - word families,
 - patterns,
 - digraphs,
 - blends,
 - diphthongs
 - spelling patterns

Curriculum Objectives:**Content Detail:** *20000440*

At the end of this module, students will:

- read grade-level text with appropriate expression
- read grade level text at a target rate of 60 words correct per minute
- use self-correction when subsequent reading indicates an earlier misreading within the grade-level text
- read and listens to a variety of texts and uses new words in oral and written language
- recognize grade-level words with multiple meanings
- identify words that are opposites (antonyms) or have similar meanings (synonyms)

- vocabulary development:
 - high frequency words
 - experiential word study
 - class discussions
 - nouns/verbs
 - rhymes, songs, chants
 - onset – rimes
 - dictionary skills, technology age, table of content

Module Title: Reading Strategies	Sequence Reference: P2 EL-A
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• track each word from left to right and top to bottom with a return sweep • frame each word • display word wall • label objects and furniture • explore tactile modality i.e.: sand, shaving cream • match words on cards • read to children and with children • design cloze activities • language experience • buddy reading • shared reading • reading aloud • interactive writing • language experience/shared writing • independent writing • onset and rimes • oral segmentation • oral blending • sound spelling	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal record • running records • taped oral reading pupil mini-lessons • personal dictionary of new words • reading checklist • portfolios • conferences • word list • performance assessment • rubrics • self-peer assessment • literacy log • mini-lessons

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word list
- unit test
- end-of-year test
- module test
- vocabulary tests
- spelling tests
- mid-year reading and writing assessment
- end-of-year test
- placement test
- using the results

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- index cards
- overhead projector
- puppets
- magnetic letters/boards
- letter cards
- cassette tapes – tape recorders
- scissors
- pocket charts
- play-dough
- mirror
- construction papers - markers
- magazines
- sentence strips
- flip chutes
- felt board

References - Teacher:

System Wide Teacher's Ed. Scholastic

- Literacy Place Handbook
- Teacher's Edition G.1
- Guided Reading
- Wiggle Works

Suggested Supplementary References

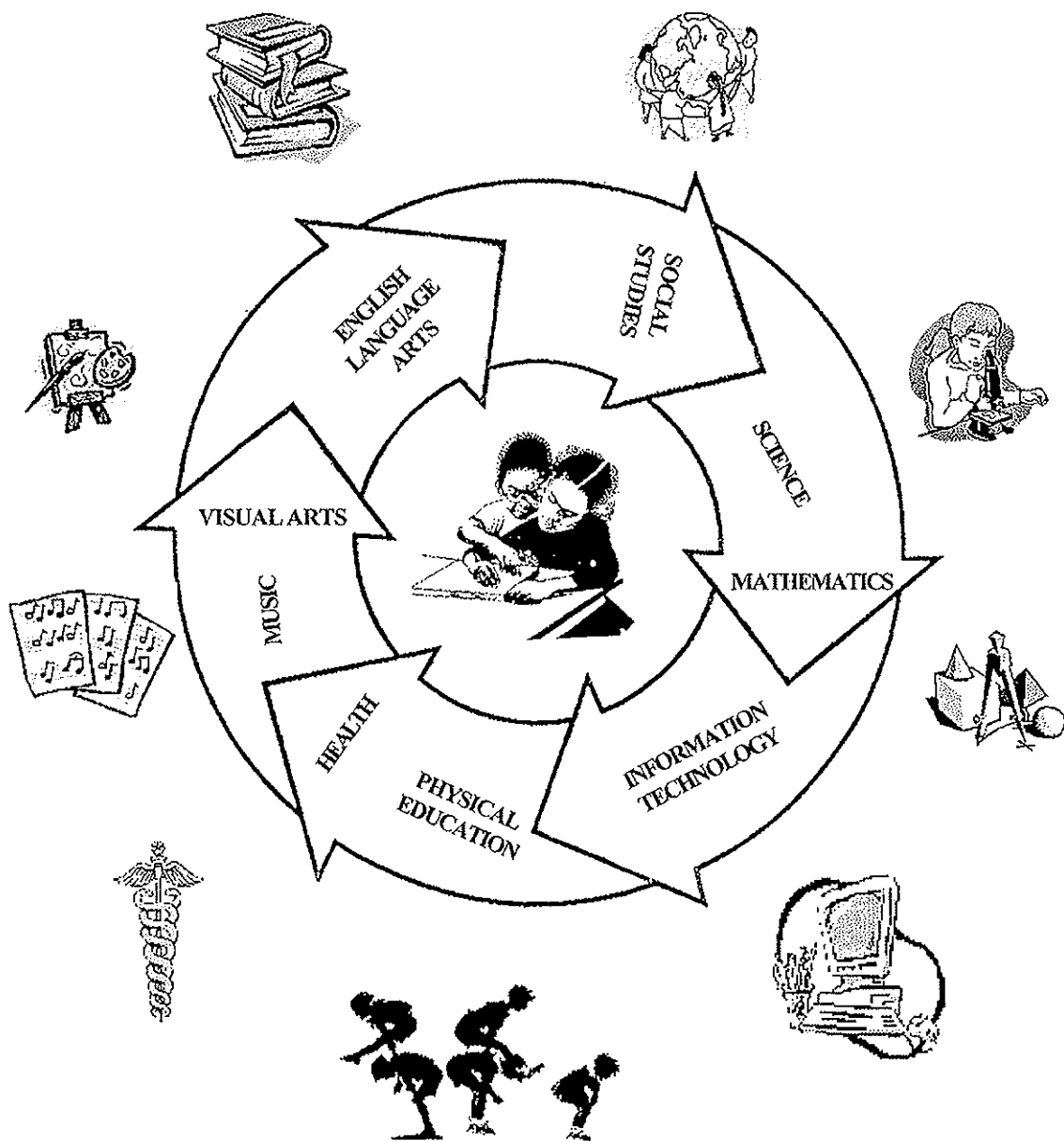
- Guiding the Reading Process – Fountas/Pinnell
- Developing Life-Long Readers – Margaret Mooney
- The Literacy Map – J. Richard Gentry
- Word Matters – Fountas/Pinnell

References - Student:

- Scholastic Guided Reading Books
- Suggested Supplementary Student text
- System wise student text
- The Story Box
- Sunshine – Wright Group
- Story Basket
- Oxford Reading Tree - Oxford
- Picture Dictionaries
- Wiggle Works

Glossary:

- using the results: to interpret data to determine mastery or further instructional strategies



Module B

ENGLISH LANGUAGE ARTS

Module Title: Comprehension

Sequence Reference: P2 EL-B

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

Time allotted: 1 hour Reading Workshop daily

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Sub-goal Emphasis:

- 1.1 – 1.6 Reading, Literature
- 2.1 - 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- relate prior knowledge and personal experiences with a variety of text in order to construct meaning
- analyze story elements
- utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature
- read and listen to a variety of texts for information and pleasure
- make predictions using prior knowledge
- ask/answer questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, event, resolution) of a read-aloud or independently read text.
- retell stories read independently or with a partner
- distinguish fact from fiction
- make corrections between texts and or personal experiences
- identify main idea and supporting details of text read/heard
- self-monitor comprehension and reread when necessary
- recognize cause/effect relationships
- identify word parts to determine meanings
- begin to use dictionary and glossary skills to determine word meanings
- recognize plot, setting, and character within texts, and compare and contrast these elements among texts
- recognize and use graphic features and graphic organizers to understand text

- establish purpose for reading
- prediction
- compare and contrast
- drawing conclusions
- similarities and differences
- character
- settings
- problem
- solutions
- beginning, middle and end
- theme
- illustrations
- sequence
- retelling of story
- dramatization
- main idea
- supporting details
- summarizing
- questioning
- cause and effect
- graphic organizers

Module Title: Comprehension	Sequence Reference: P2 EL-B
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
teacher will enhance instruction by utilizing the following: • K-W-L • story mapping • character map • Venn diagrams • clustering • graphs • main idea table • sequence chain • 5 W chart • mime • group discussions • charts • time line • cooperative grouping • illustrations • response journals • shared reading • read aloud • guided reading • independent reading • oral reporting	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal records • portfolios • comprehension checklist • graphic organizers • open-ended questions • conferences • selection test • performance assessment • rubrics • journals • self-peer assessment • literacy logs

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- projects
- poster reports
- unit tests
- vocabulary tests
- reproduction of text (diorama)
- end-of-year test
- spelling tests
- mid-year reading and writing assessment
- module test
- book report
- using the results
- placement test

Special Resources:

(materials, equipment & community involvement)

- books
- cereal boxes
- catalogues
- TV - VCR
- chart paper
- magazines
- newspapers
- overhead projectors
- camera
- easel
- comic strips
- posters
- video camera
- tape recorder
- laminator

References - Teacher:

System-Wide Texts eg. Teacher's Edition Grade 1

- Assessment Kit
- Meet the Mentor
- Scholastic Guided Reading Teacher's Guide

Suggested Supplementary Text

- Graphic Organizers – Kris Flynn
- Guided Reading – Fountas/ Pinnell
- Lifetime Guarantees – Shelley Harwayne
- Loving Literature – Lynn Minderman

References - Student:

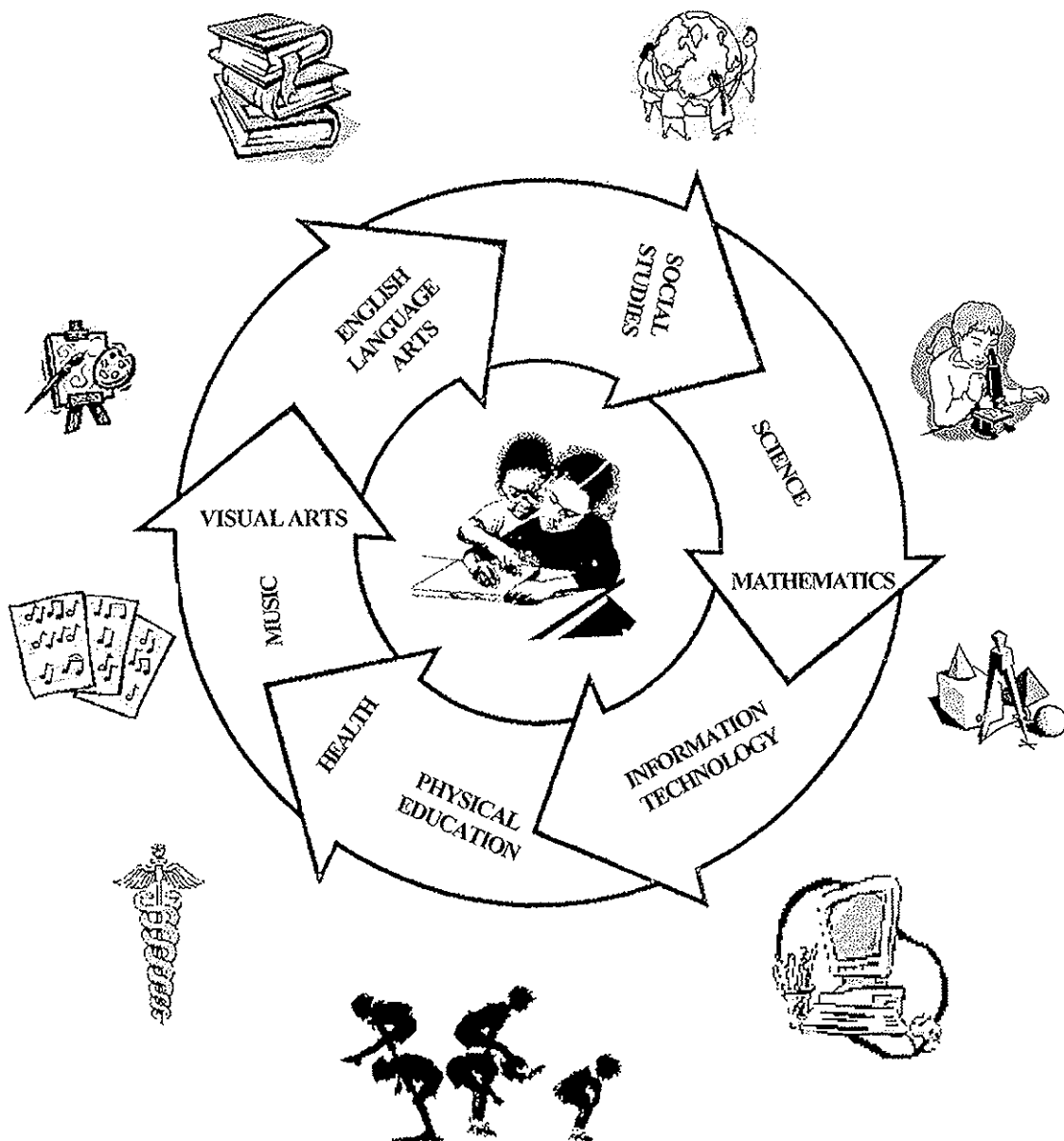
System Wide Student Text e.g. Scholastic Place

- Guided Reading Books
- Wiggle Works CD-ROM

Glossary:

- K.W.L. is a chart
 - What we know
 - What we want to know
 - What we have learned

Using the results to interpret data to determine mastery or further instructional strategies



ENGLISH LANGUAGE ARTS

Module Title: Literature

Sequence Reference: P2 EL-C

Time allotted: 1 hour Reading Workshop daily

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6



Sub-goal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- read, listen to and respond to a variety of literature
- read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures
- reread books for deeper understanding and knowledge of author's craft
- listen to books for deeper understanding
- have literature read to them so they can model author's craft (for example poems, letters, instructions, newspaper or magazine articles)
- discuss literature daily that is read to them that they may not be able to read independently
- talk about words and word meanings as they are encountered in books and conversation
- listen to at least two books read aloud each day and discuss with the teacher
- reread or read along with a partner, familiar books daily
- use a range of texts including (literature, songs poems, plays, how-to books, signs, labels, messages and informational text) and articles
- compare two books by the same author
- ask questions that seek elaboration and justification

- text types and structure:
 - captions
 - figurative language
 - maps
 - personal narrative
 - recipe
 - repetitive story
 - speech balloons
- genre:
 - fiction
 - non-fiction
 - reality
 - fantasy
 - poetry
 - drama
 - fables
 - legends
 - tales
- literary terms:
 - action verbs
 - descriptive
 - personification
 - figurative language
 - onomatopoeia
 - rhyme
- illustrations
- culture:
 - characters
 - customs
 - languages

Module Title: Literature	Sequence Reference: P2 EL-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• K-W-L • think-pair-share • 5 W chart • Venn diagram • dramatization • illustrations • cooperative group • group discussion • oral report • U.S.S.R/D.E.A.R. • author's chair • book talk • audio/visual presentation • story retelling • puppetry • choral reading to model fluency • buddy reading • use context clues and picture clues • text talk • reader's chair	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • illustrations • conferences • story retelling • story map • book reports • running records • portfolios • anecdotal records • rubrics • dictation • illustrations • story maps • pupil self-assessment • personal dictionary of new words • mini-lessons • reading checklist • response journals • literacy log • taped oral reading

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- oral reports
- module test
- book report
- mid-year reading test
- end-of-year test
- placement test
- using the results

Special Resources:

(materials, equipment & community involvement)

- variety of text
- audio player
- journals
- author's chair
- chart paper
- computer hardware/software
- recorder
- puppets
- props
- dress-up clothes
- easel and paint

References - Teacher:

System-wide text: e.g. Literacy Place Grade 1 Teacher's Ed.

Suggested Supplementary Reference

- The Child as Critic – Glenna Davis Sloan
- Talking About Books – Short & Pierce
- Read! Write! Publish! – Creative Teaching Press

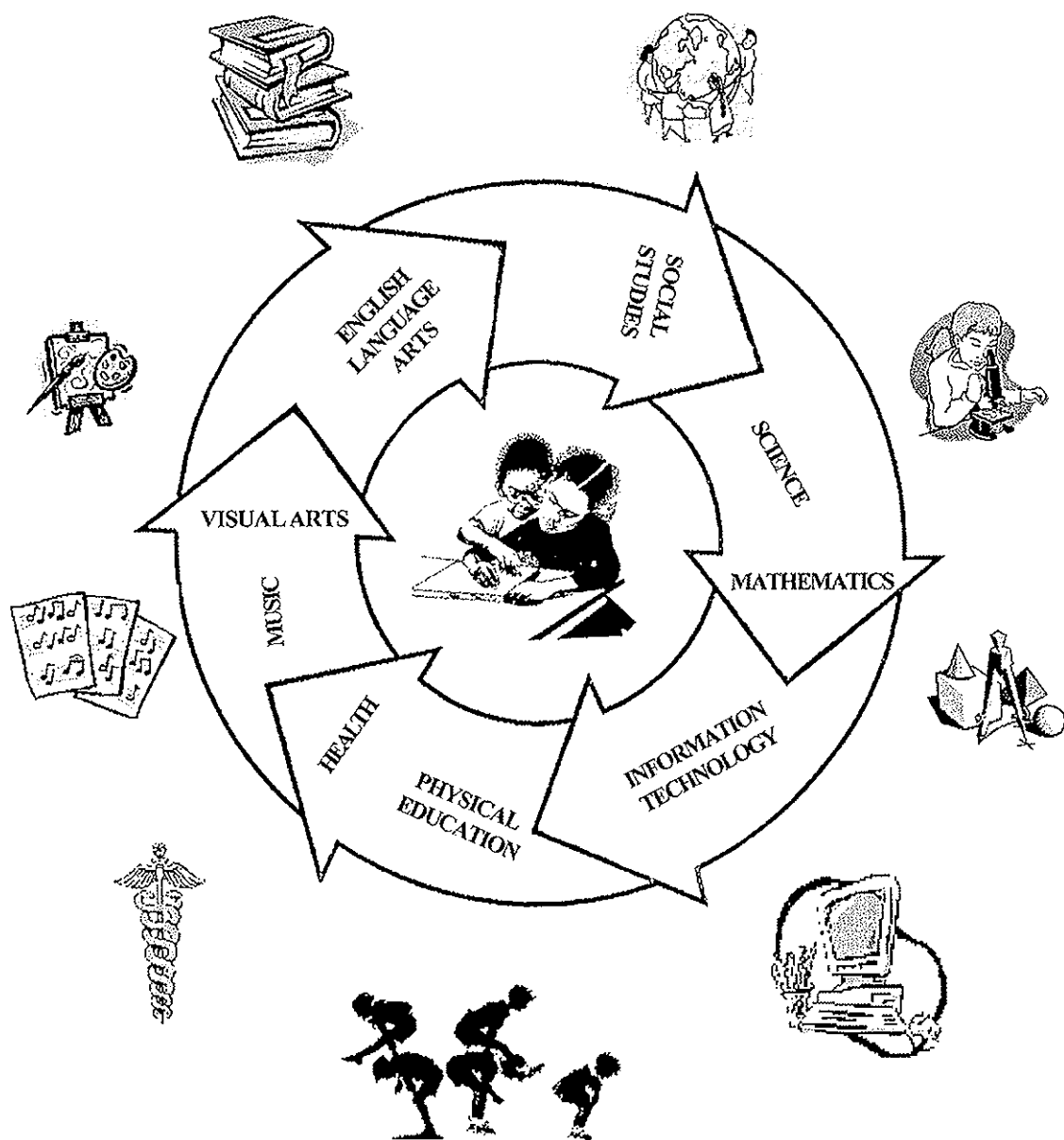
References - Student:

System-wide text: Literacy Place Grade 1

- variety of trade books
- Suggested Supplementary Text
- class school and community library
- encyclopedia
- dictionary

Glossary:

- D.E.A.R. – Drop Everything and Read
- U.S.S.R. – Uninterrupted Sustained Silent Reading
- Using the results – to interpret data to determine mastery or further instructional strategies



Module D

ENGLISH LANGUAGE ARTS

Module Title: Writing Strategies

Sequence Reference: P2 EL-D

Time allotted: 1 hour Writing Workshop daily

Sub goal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- engage in the writing process
- use appropriate conventions of print, grammar, and spelling to convey ideas
- generate and expand writing vocabulary
- write daily
- generate content and topics for writing
- reread their work often
- solicit and provide responses to writing
- apply a sense of what good writing looks like
- employ writing strategies such as using dialogue, transition words and concrete detail
- provide a sense of closure
- imitate narrative elements from story books
- recount events and reactions such as "I felt, I noticed, I wondered, etc.
- use a variety of resources and strategies to gather information about a topic
- use graphic features and graphic organizers
- use whatever means to communicate and make meaning (drawings, letter strings, scribbles, letter approximations etc.)

Content Detail:

- pre-writing activities:
 - listen to stories, discussions, brainstorming
 - choose a topic, determine audience
 - graphic organizers/illustrations
- compose
- editing
- publishing
- conventions of print:
 - left to right, top to bottom, spacing, legible handwriting
 - formation of letters (D'Nealian manuscript)
- capitalization:
 - names, pronoun "I", first word in a sentence
- punctuation:
 - periods, questions, sequence
- grammar: parts of speech
 - nouns, verbs, adjectives, adverbs, complete sentences
 - singular and plural, contractions, possessive
- spelling:
 - CVC, CVC silent e, one syllable with blends
 - r – controlled, conventional spelling
 - consonant digraphs, inflectional ending (ed, ing)
 - experiential vocabulary, content vocabulary
 - synonyms, antonyms, rhyming, word patterns
 - onomatopoeia
 - uses picture dictionaries, internet, books
 - uses commas in a series

**Recommended
Instructional Strategies:**

- scaffolding
- modeled for children
- shared and interactive writing
- independent writing
- journal writing
- conferencing
- graphic organizers
- editing checklist
- publishing class books
- author's chair
- sentence starters
- word bank
- utilize T.A.P. in drafts
- display word wall
- read to and with children
- use author's craft
- guided writing
- use the dictionary
- mini-lessons
- gather information
- discuss and participate
- think-pair-share
- imagining and envisioning
- conferencing

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- writing rubrics
- spelling tests
- portfolios
- anecdotal records
- observations
- self reflections
- word recognition list
- performance assessment
- self-peer assessment
- journals
- conferences
- writing checklist
- students' samples
- literacy logs
- vocabulary tests

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- module test
- end-of-year-test
- mid-year test
- using the results

Special Resources:

(materials, equipment & community involvement)

- T.V.
- V.C.R.
- markers
- graphic organizers
- construction paper
- computer and software
- chart paper
- easel
- book binding machine
- sound card

References - Teacher:

System-wide Teacher's Ed. e.g. Literacy Place by Scholastic
Suggested supplementary references:
The Art of Teaching Writing, Lucy Calkins
Towards a Reading-Writing, A. Butler and Turnbull, Classroom

References - Student:

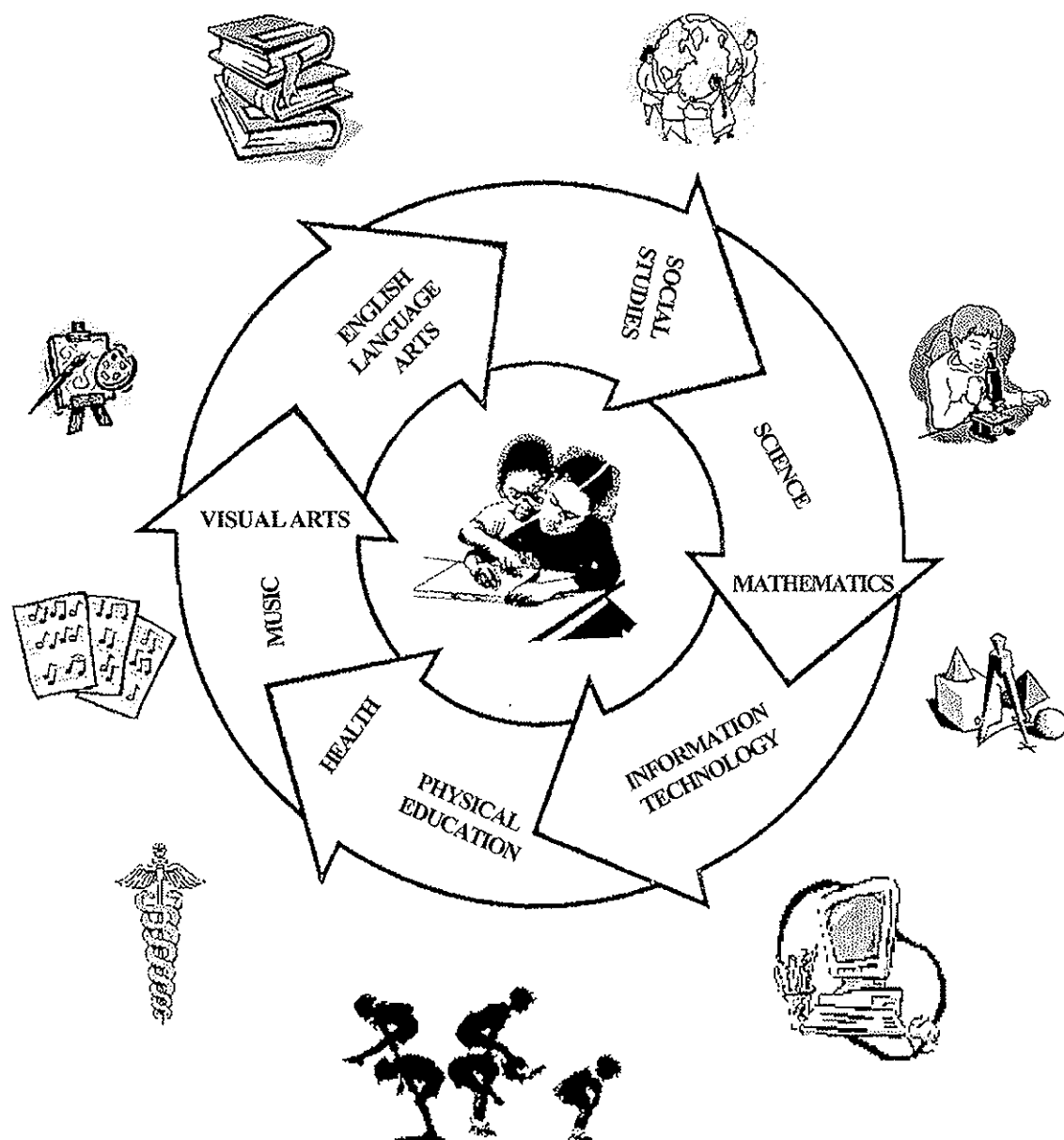
System-wide student text: Scholastic
- Wiggle Works

Glossary:

Scaffolding: Process of supporting students in any aspects of reading and writing.
This may include questioning, modeling etc.

T.A.P.: Topic
Audience Place at the top of draft
Plan

Using the results, to interpret data to determine mastery or further instructional strategies



Module E

ENGLISH LANGUAGE ARTS

Module Title: Writing Composition Time allotted: 1 hour Writing Workshop daily	Sequence Reference: P2 EL-E						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
	☐	☐	☒	☐	☐	☐	☐
Sub-goal Emphasis: 1.1 - 1.6 Reading and Literature 2.1 - 2.5 Writing 3.1 - 3.3 Speaking and Listening 4.1 - 4.3 Processing Information and Mass Media	Content Focus: - Reading - Writing - Speaking - Listening - Thinking - Viewing						
Curriculum Objectives:				Content Detail:			
At the end of this module, students will: - create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes - write a plan including making decisions about where in a sequence of events they should enter - tell events as they move through time (control for chronological ordering) - develop a narrative or retelling containing two or more events - gather, collect and share information about a topic - stay on topic - exclude extraneous information when prompted - tell someone what to do, e.g., give directions, send messages - name or label objects and places - re-enact and retell stories - create their own stories, poems, and songs - incorporate drawings, diagrams or other suitable graphics - write to describe familiar persons, places, objects or experiences - write texts of a length appropriate to address a topic and tell a story - reread writing to self and others, revise to add details, and edit to make corrections - begin to use graphic features and graphic organizers to write				- generate ideas - vocabulary development - variety of forms: - poetry - journal - picture book - story - letter - personal narrative - purposes: - record ideas - reflections - dictate messages - captions for illustrations - communication - inform - entertain - describe - life experiences - community competitions - Genre Study			

Module Title: Writing Composition	Sequence Reference: P2 EL-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modeling • shared writing • independent writing • computer graphic • graphic organizers • journal • conferencing • publishing • author's chair • cooperative groups • peer coaching • Intergenerational Writing Buddies • mini-lessons • publish class books • sentence starters • imitate narrative elements from story books • incorporate drawings, diagrams or other suitable graphics	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • questioning • observing • writing rubrics • portfolios • performance assessment • self-peer assessment • journals • conferences • forms and checklists • students' samples

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- portfolios
- module test
- mid-year test
- end of year test
- using the results

Special Resources:

(materials, equipment & community involvement)

- writing tools – crayons, pencils
- chart paper
- magazines
- T.V./VCR
- books
- easels
- field trips
- overhead projector
- computer and hardware software

References - Teacher:

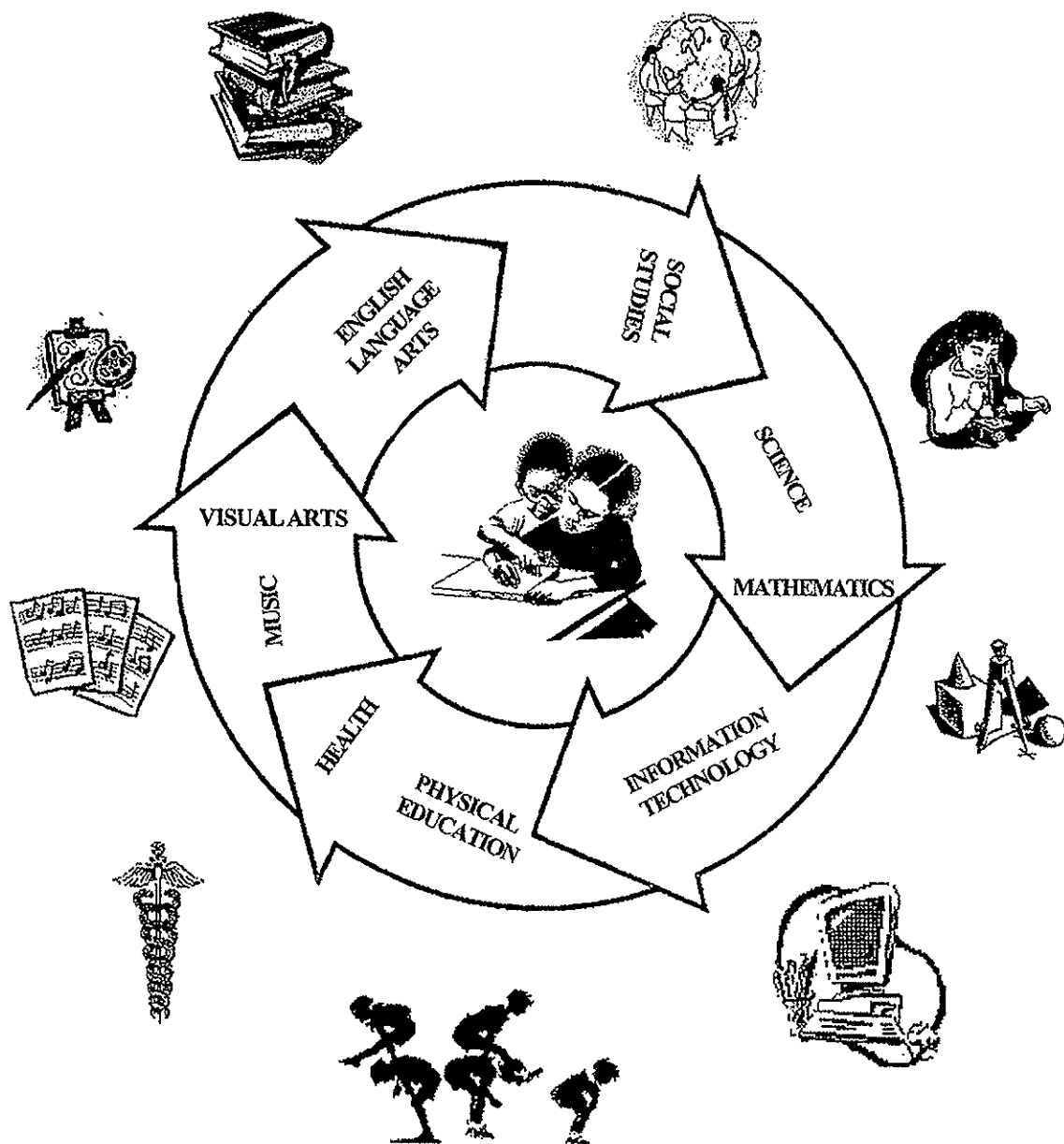
System-wide Teacher's Ed. e.g. Literacy Place Gr.1
 Writing Workshop Resource Books
Wondrous Words by Kati Wood Ray
In the Company of Children by Joanne Hindley
Writing Workshop the Essential Guide by Ralph Fletcher
 and Joanne Portalupi
Writing Workshop with the Youngest Writer by Katie
 Wood Ray and Lisa B. Cleaveland

References - Student:

System-wide student text Wiggle Works
 Classroom libraries sorted by theme, author and genre

Glossary:

Intergenerational Writing Buddies: Seniors or other age groups that work with a specific group of students.
 Using the results: - to interpret data to determine mastery or further instructional strategies



Module F

ENGLISH LANGUAGE ARTS

Module Title: Speaking and Listening

Sequence Reference: P2 EL-F

Time allotted: 65 min/wk

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Sub goal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.2 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- speak for a variety of audiences and purposes and respond appropriately
- listen for a variety of purposes and appreciate the diversity of language
- follow three-part oral directions
- recall information presented orally
- respond appropriately to oral questions
- increase vocabulary to reflect a growing range of interests
- communicate effectively when retelling stories or relating information
- use complete sentences when speaking
- describe people, places, things, ideas and actions.
- Use subject-verb agreement and tense correctly

- purpose
 - discussing, informing, questioning, problem solving, sharing idea, sharing stories, choral speaking, dramatics, role playing, reporting e.g. show and tell, comprehending, interpreting, analyzing, evaluating, responding, gathering information, enjoyment,, anticipating outcomes(predicting), following instructions
- vocabulary
 - ideas, feelings, opinions and experiences
- speaking skills
 - attention to content detail, proper grammar, poise, voice tone, rate of speaking, volume, pitch, eye contact, turn taking
- responses
 - organizing, clarifying, paraphrasing, summarizing, question/answer
- listening skills
 - correct posture
 - eye contact
 - proper body language
 - questioning
- diversity of language
 - cultural appreciation

Module Title: Speaking and Listening	Sequence Reference: P2 EL-F
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modeling • role playing • tape recording • reader's theatre • group discussion • share various forms of genre • elocution • provide direction • class discussions • think-pair-share • interactive CD-ROM • K-W-L • echo reading • puppetry	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • speaking checklists • story retelling • dictation • conferences • self-peer assessment • performance assessment • rubrics

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- performance based module test
- placement assessment
- mid-year assessment
- end-of-year assessment

Special Resources:

(materials, equipment & community involvement)

- | | | |
|---|----------------------|---------------------|
| • tape recorder | • VCR/Videos | • computer hardware |
| • computer software | • CD player | • puppets |
| • props | • magazine | • paper |
| • markers | • crayons | • variety of books |
| • PA system | • community speakers | • field trips |
| • sequencing cards | • earphones | |
| • community involvement
(e.g. Spring into the Arts, circle time
plays, assemblies etc.) | | |

References - Teacher:

System-wide teacher's edition e.g. Literacy Place
Skills for Growing

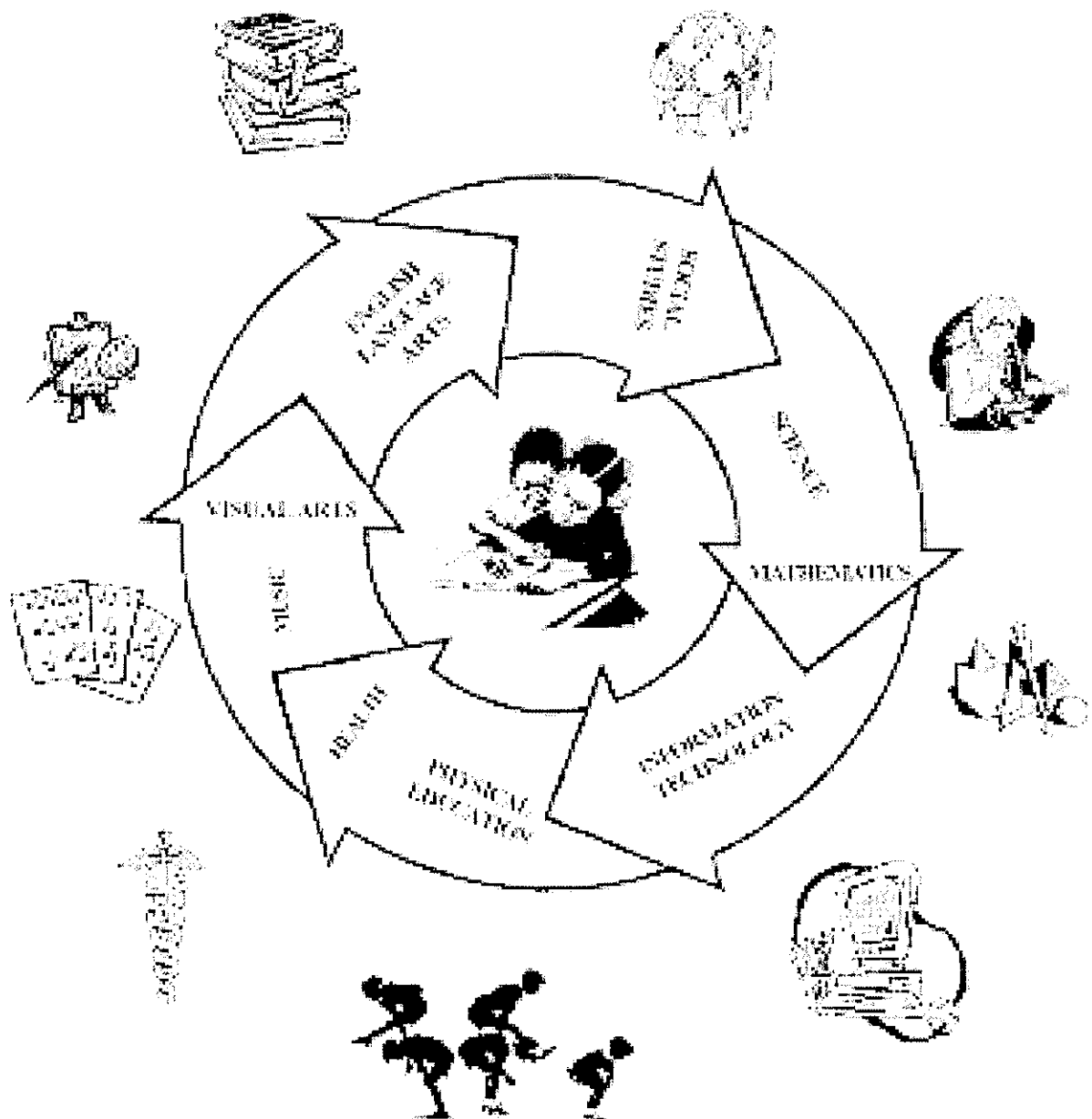
References - Student:

System-wide student text

- Talking Books
- Meet the Mentor

Glossary:

- elocution: the art or style of expressive speaking
- reader's theatre: a form of response in which children turn a story into a play



Module G

ENGLISH LANGUAGE ARTS

Module Title: Processing Information and Mass Media

Sequence Reference: P2 EL-G

Time allotted: Embedded in Curriculum

Sub-goal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.1 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Content Focus:

- Thinking
- Viewing
- Listening
- Reading
- Speaking
- Writing

Curriculum Objectives:

At the end of this module, students will:

- conduct research on academic and personal interests
- demonstrate competency in the basic use of print and non-print media
- critically analyze and evaluate non-print text to apply them to problem solving and increasing personal understanding
- utilize a variety of media to communicate and create print and non-print texts

Content Detail:

- print:
 - library skills
 - etiquette
 - locate specific areas
 - A B C order
- research skills:
 - formulate questions
 - select information
 - gather information
 - interpret graphic sources
 - draw conclusion
 - present information
- non – print:
 - operate multimedia equipment
 - computer
 - V C R
 - DVD
 - audio tape
 - T V
 - interactive books
 - graphics
 - word processing
 - camera
- comprehend data
- critique data:
 - observe
 - examine
 - classify
 - predict

**Recommended
Instructional Strategies:**

- brainstorm
- cooperative
- computer sessions
- games
- think – pair – share
- retrieve information
- present information
- interviews
- K – W – L
- modeled format
- field trip

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- rubrics
- checklist
- anecdotal record
- conferences

Module Title: Processing Information and Mass Media		Sequence Reference: P2 EL-G	
Summative Assessment:			
Assessments given at the end of a module where the data is used to generate grades.			
• portfolio • exhibition • oral performance			
Special Resources: (materials, equipment & community involvement)			
• poster paper • crayons • computers • CD		• markers • paper • VCR • overhead projector	• camera/film • audio tapes • community places of interest
References - Teacher:		References - Student:	
System-wide teacher’s edition e.g. <u>Literacy Place Grade 1</u> Suggested supplementary references: encyclopedia, journals, internet, library reference books • <u>Creating Classrooms for authors</u> Harstel Short Burke		System-wide student texts e.g. Literacy Place Grade 1 Suggested supplementary references: encyclopedia, journals, magazines, picture dictionary	
Glossary:			
• photo story: book or article containing many photographs about a subject			

**PRIMARY TWO (P2) ENGLISH LANGUAGE ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. READING STRATEGIES ☐ demonstrate an awareness of print ☐ apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words ☐ develop and extend vocabulary ☐ use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words ☐ recognize whether the words sound right, given their spelling ☐ recognize when sentences don't make sense ☐ understand that there are correct spellings for words ☐ identify the beginning/end of a sentence ☐ demonstrate that punctuation and capitalization are used in all written sentences ☐ isolate beginning, middle and ending sounds in single-syllable words ☐ identify onsets and rhymes in spoken one-syllable words ☐ Add, delete or substitute target sounds to change words (e.g., change top to stop; smile to mile; cat to cap) ☐ distinguish between long and short vowel sounds in spoken, one syllable words (can/cane) ☐ orally blend two-four phonemes into recognizable and/or nonsense words ☐ automatically segment one-syllable words into sounds ☐ automatically generate the sounds for all letters/letter patterns, including long/short vowels, ☐ recognize high-frequency and familiar words within text			B. COMPREHENSION ☐ relate prior knowledge and personal experiences with a variety of text in order to construct meaning ☐ analyze story elements ☐ utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature ☐ read and listen to a variety of texts for information and pleasure ☐ make predictions using prior knowledge ☐ ask/answer questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, event, resolution) of a read-aloud or independently read text. ☐ retell stories read independently or with a partner ☐ distinguish fact from fiction ☐ make corrections between texts and or personal experiences ☐ identify main idea and supporting details of text read/heard ☐ self-monitor comprehension and reread when necessary ☐ recognize cause/effect relationships ☐ identify word parts to determine meanings ☐ begin to use dictionary and glossary skills to determine word meanings ☐ recognize plot, setting, and character within texts, and compare and contrast these elements among texts ☐ recognize and use graphic features and graphic organizers to understand text		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
C. LITERATURE ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures ☐ reread books for deeper understanding and knowledge of author's craft ☐ listen to books for deeper understanding ☐ have literature read to them so they can model author's craft (for example poems, letters, instructions, newspaper or magazine articles) ☐ discuss literature daily that is read to them that they may not be able to read independently ☐ talk about words and word meanings as they are encountered in books and conversation ☐ listen to at least two books read aloud each day and discuss with the teacher ☐ reread or read along with a partner, familiar books daily ☐ use a range of texts including (literature, songs poems, plays, how-to books, signs, labels, messages and informational text) and articles ☐ compare two books by the same author ☐ ask questions that seek elaboration and justification			D. WRITING STRATEGIES (Cont'd) ☐ employ writing strategies such as using dialogue, transition words and concrete detail ☐ provide a sense of closure ☐ imitate narrative elements from story books ☐ recount events and reactions such as "I felt, I noticed, I wondered, etc. ☐ use a variety of resources and strategies to gather information about a topic ☐ use graphic features and graphic organizers ☐ use whatever means to communicate and make meaning (drawings, letter strings, scribbles, letter approximations etc.) E. WRITING COMPOSITION ☐ create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes ☐ write a plan including making decisions about where in a sequence of events they should enter ☐ tell events as they move through time (control for chronological ordering) ☐ develop a narrative or retelling containing two or more events ☐ gather, collect and share information about a topic ☐ stay on topic ☐ exclude extraneous information when prompted ☐ tell someone what to do, e.g., give directions, send messages. ☐ name or label objects and places ☐ re-enact and retell stories ☐ create their own stories, poems, and songs ☐ incorporate drawings, diagrams or other suitable graphics		
D. WRITING STRATEGIES ☐ engage in the writing process ☐ use appropriate conventions of print, grammar, and spelling to convey ideas ☐ generate and expand writing vocabulary ☐ write daily ☐ generate content and topics for writing ☐ reread their work often ☐ solicit and provide responses to writing ☐ apply a sense of what good writing looks like					

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
WRITING COMPOSITION (Cont'd) ☐ write texts of a length appropriate to address a topic and tell a story ☐ write to describe familiar persons, places, objects or experiences ☐ reread writing to self and others, revise to add details, and edit to make corrections ☐ begin to use graphic features and graphic organizers to write F. SPEAKING AND LISTENING ☐ speak for a variety of audiences and purposes and respond appropriately ☐ listen for a variety of purposes and appreciate the diversity of language ☐ follow three-part oral directions ☐ recall information presented orally ☐ respond appropriately to oral questions ☐ increase vocabulary to reflect a growing range of interests ☐ communicate effectively when retelling stories or relating information ☐ use complete sentences when speaking ☐ describe people, places, things, ideas and actions. ☐ Use subject-verb agreement and tense correctly			G. PROCESSING INFORMATION AND MASS MEDIA ☐ conduct research on academic and personal interests ☐ demonstrate competency in the basic use of print and non-print media ☐ critically analyze and evaluate non-print text to apply them to problem solving and increasing personal understanding ☐ utilize a variety of media to communicate and create print and non-print texts		

Primary School Curriculum

English Language Arts– P3

Department of Education
Bermuda
2006



**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: English Language Arts

Subject Code: P3 EL

Time Allotted: 450 min/wk

RATIONALE

Language is fundamental to all aspects of thinking, communicating, and learning. It is the foundation upon which all other subjects are built. The proper development of language at the preschool and primary levels facilitates learning, which occurs at the Middle School and Senior School.

The Preschool/Primary English Language Arts Curriculum provides students with the opportunity to explore the various components of language: - reading, writing, listening, speaking, viewing and thinking. It equips them with literary and communication skills allowing them greater ability to function in our society. Teachers use various methods to present the curriculum. Literacy skills are taught in several content areas using thematic units. They emphasize the use of current technology in written and oral communication. As a result, students will be encouraged to become life-long learners.

PRIMARY THREE (P3) REQUIREMENTS

The requirements for this level are as follows:

Performance Assessment - phonemic awareness - penmanship - oral reading - role playing - show and tell	50%
Product Assessment Portfolio to include: - two graphic organizer - five writing samples - one story diorama - reading log	35%
Written Assessment - picture comprehension - picture drawing - module test	15%
Total	100%

MATERIALS OF INSTRUCTION (Adopted Text)

Scholastic. Scholastic Literacy Place (Gr2). New York: Scholastic Inc., 2000.

PHASE A OUTLINE

P1 Module Titles A -G	P2 Modules Titles A -G	P3 Modules Titles A -G
A. Reading Strategies 65 - spacing - left to right - top/bottom - letter/words - parts of a book - phonological awareness - rhymes, songs, chants - consonants	A. Reading Strategies 85 - words/sentences - punctuation - alphabet order - phonological awareness - high frequency words - rhymes, songs, chants - decoding	A. Reading Strategies 70 - parts of a book - beginning/middle/end - decoding - high frequency word - rhymes - onset/rimes - compound words
B. Comprehension 60 - establish purpose - prediction - beginning, middle, end - illustration - retelling a story	B. Comprehension 60 - establish purpose - prediction - similarities and differences - sequence - questioning - cause and effect - graphic organizers - main idea - supporting details	B. Comprehension 60 - establish purpose - prediction - draw conclusions - characterization - sequence - theme
C. Literature 60 - repetitive story - genre variety - rhyme - naming words - personification	C. Literature 60 - captions - repetitive story - genre variety - action verbs - rhyme - personification - literature - characters	C. Literature 60 - personal narrative - repetitive story - genre variety - action verbs - descriptive language - onomatopoeia - illustrations - culture

D. Writing Strategies 65	D. Writing Strategies 65	D. Writing Strategies..... 65
- pre-writing activities	- brainstorming	- pre-writing activities
- composing	- compose	- D'Nealian manuscript/cursive
- conventions of print	- edit	- sequence
- D'Nealian manuscript	- publish	- spacing-singular/plural/noun
- periods	- conventions of print	- proper I
- CVC words	- D'Nealian manuscript	- comma, period, question mark
	- period/question marks	- contractions
	- nouns, verbs, adjectives	
	- CVC silent e	
E. Writing Composition 40	E. Writing Composition 40	E. Writing Composition 40
- generate ideas	- generate idea	- generate ideas
- vocabulary development	- vocabulary development	- reflection
- picture book	- journal	- captions
- captions for illustration	- story	- life experiences
	- letter	- poetry
	- inform	- picture books
	- entertain	- letters
	- life experiences	
F. Speaking and Listening . 80	F. Speaking and Listening ...65	F. Speaking and Listening... 65
- show and tell	- role playing	- story retelling
- prediction stories	- predicting stories	- role playing
- speaking skills	- speaking skills	- show and tell
- listening skills	- listening skills	- speaking skills
		- listening skills
G. Processing Information and Mass Media 25	G. Processing Information and Mass Media 25	G. Processing Information and Mass Media 25
- library skills	- library skills	- library skills
- present information	- gather information	- formulate questions
- observe	- present information	- gather information
- examine	- classify	- report
		- observe
		- examine
		- photo story

Subtotal 400	Subtotal 400	Subtotal 400
Optional Time <u>50</u>	Optional Time <u>50</u>	Optional Time <u>50</u>
Total Minutes 450	Total Minutes 450	Total Minutes 450

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☐ P3 ☒ P4 ☐ P5 ☐ P6 ☐

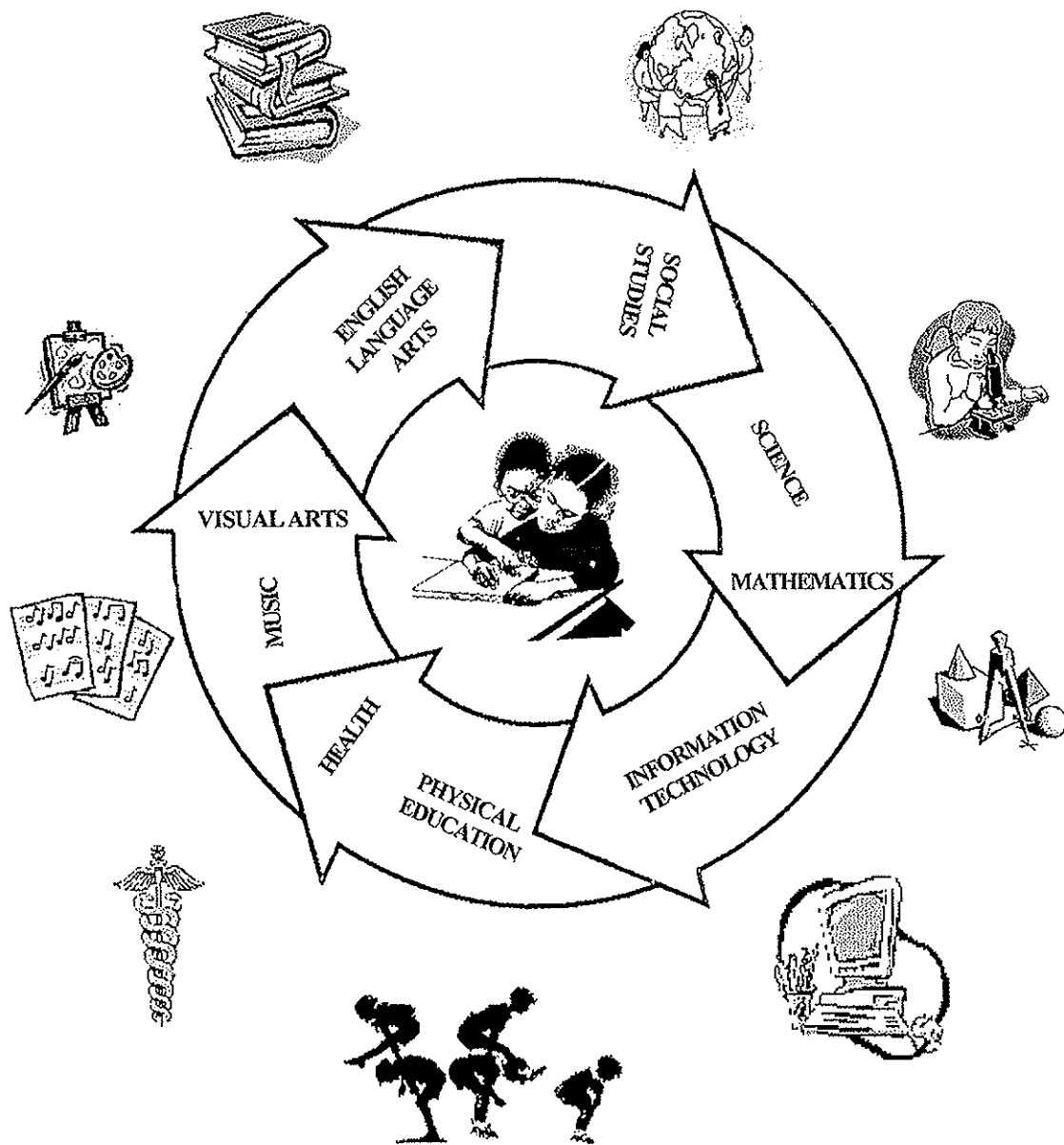
English Language Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x		x
		2.2	Competence		x	x	x	x	x	x
		2.3	Usage		x	x	x	x	x	x
		2.4	Audience		x	x	x	x	x	x
		2.5	Research		x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

- A - Reading Strategies
- B - Comprehension
- C - Literature
- D - Writing Strategies

- E - Writing Composition
- F - Speaking and Listening
- G - Processing Information and Mass Media



Module A

ENGLISH LANGUAGE ARTS

Module Title: Reading Strategies

Sequence Reference: P3 EL-A

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Performance Standards & Strand

Strategic Reading EL.P3.R

1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Word Analysis and Vocabulary

- R1a** Read regularly spelled 1-2 syllable words
- R1b** Recognize or figure spelling patterns, word endings
- R1c** Use multiple meanings of words
- R1d** Recognize high frequency words
- R1e** Demonstrate understanding of letter-sound relationships, beginning/ending sounds, vowel sounds, consonant digraphs
- R1f** Recognize word meanings encountered in reading synonyms/antonyms
- R1g** Use a variety of strategies to determine word meanings in context

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- demonstrate an awareness of print
 - parts of a book
 - correct spelling
 - beginning/middle/end
 - words/sentences
 - beginning/middle/ending sounds
 - rhyming words
 - segment and combined syllables
- apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words
 - consonants
 - consonant blends/clusters
 - consonant digraphs
 - silent consonants
 - short/long vowels
 - r-controlled vowels & silent letters
 - vowel diphthongs
 - irregular vowel patterns
 - spelling patterns
 - word endings
 - multi-syllable word
 - onset-rimes
- develop and extend vocabulary
 - high frequency words
 - word study
 - multiple meaning words
 - nouns/verbs/adjectives/adverbs
 - plurals, irregular plurals and possessives
 - rhymes, songs, and chants
 - compound words
 - contractions
 - glossary
 - dictionary skills
 - thesaurus
 - table of contents
 - synonyms/antonyms/homonyms

Module Title: Reading Strategies	Sequence Reference: P3 EL-A
Performance Standards & Strand	
Strategic Reading EL.P3.R	
1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.	
Assessment Indicators:	Curriculum Objectives & Content Detail:
The student will produce evidence that demonstrates understanding of: <u>Meaning of Text/Reading Comprehension</u> R1h Identify important details R1i Compare, contrast, and identify with characters and events in stories R1j Make connections R1k Identify main idea/messages conveyed in text R1l Make inferences R1m Summarize R1n Draw conclusions R1o Determine sequence R1p Identify cause and effect R1q Use organizational structure to contribute to understanding of text	At the end of this module, students will: • develop and extend meaning • use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words • read and spell words containing blends, digraphs and diphthongs • recognize, read and write words containing regular plurals, irregular plurals and possessives • read compound words and contractions in grade appropriate texts • read and spell words containing r-controlled vowels and silent letters • read and spell words containing irregular vowel patterns • read multi-syllabic words • apply learned phonics skills when reading and writing words and sentences • apply letter sound knowledge to decode quickly and accurately • automatically recognizes additional high frequency and familiar words within text • read primary three texts at a target rate of 90 words correct per minute • use self- correction when subsequent reading indicates an earlier misreading within grade-level text • recognize grade appropriate words with multiple meaning • recognize and applies the appropriate usage of homophones, homographs, antonyms and synonyms • determine the meaning of unknown words on the basis of context

Module Title: Reading Strategies	Sequence Reference: P3 EL-A
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
Teachers will enhance instruction by utilizing the following: • display word wall • read to children and with children • design cloze activities • language experience • buddy reading • choose an illustrated story without reading the words. - show class only the illustrations - encourage children to ask questions such as: what do you think this story is about? what do you think will happen next? how do you think the story will end? - read story to class - encourage students to read and predict new words by using the illustrations as clues - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment • shared reading • independent reading • literature circles • reading aloud • interactive writing • language experience/shared writing • independent writing • guided writing • onset and rimes • oral segmentation • sound out the words • use context clues and picture clues • use the dictionary • create vocabulary riddles • oral blending • sound spelling • choral reading to model fluency • small group instruction/flexible grouping • reader's theatre	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal record • running records • taped oral reading • personal dictionary of new words • reading checklist • portfolios • student conferences • word list • mini-lessons • rubrics • dictation • selection tests • pupil self-assessment

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word lists
- dictation
- selection tests
- module test
- end-of-year test

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- index cards
- overhead projector
- puppets
- Elmo machine
- cassette tapes – tape recorders
- scissors
- markers
- construction papers
- magazines
- sentence strips

References - Teacher:

System Wide Teacher's Ed. Scholastic

- Literacy Place Handbook
- Teacher's Edition G.1
- Guided Reading
- Wiggle Works

Suggested Supplementary References

- Developing Life-Long Readers – Margaret Mooney
- Guiding the Reading Process – David Booth
- Guided Reading – Irene C. Fountas & Pinnell
- The Literacy Map – J. Richard Gentry
- Word Matters – Irene G. Fountas & Pinnell

References - Student:

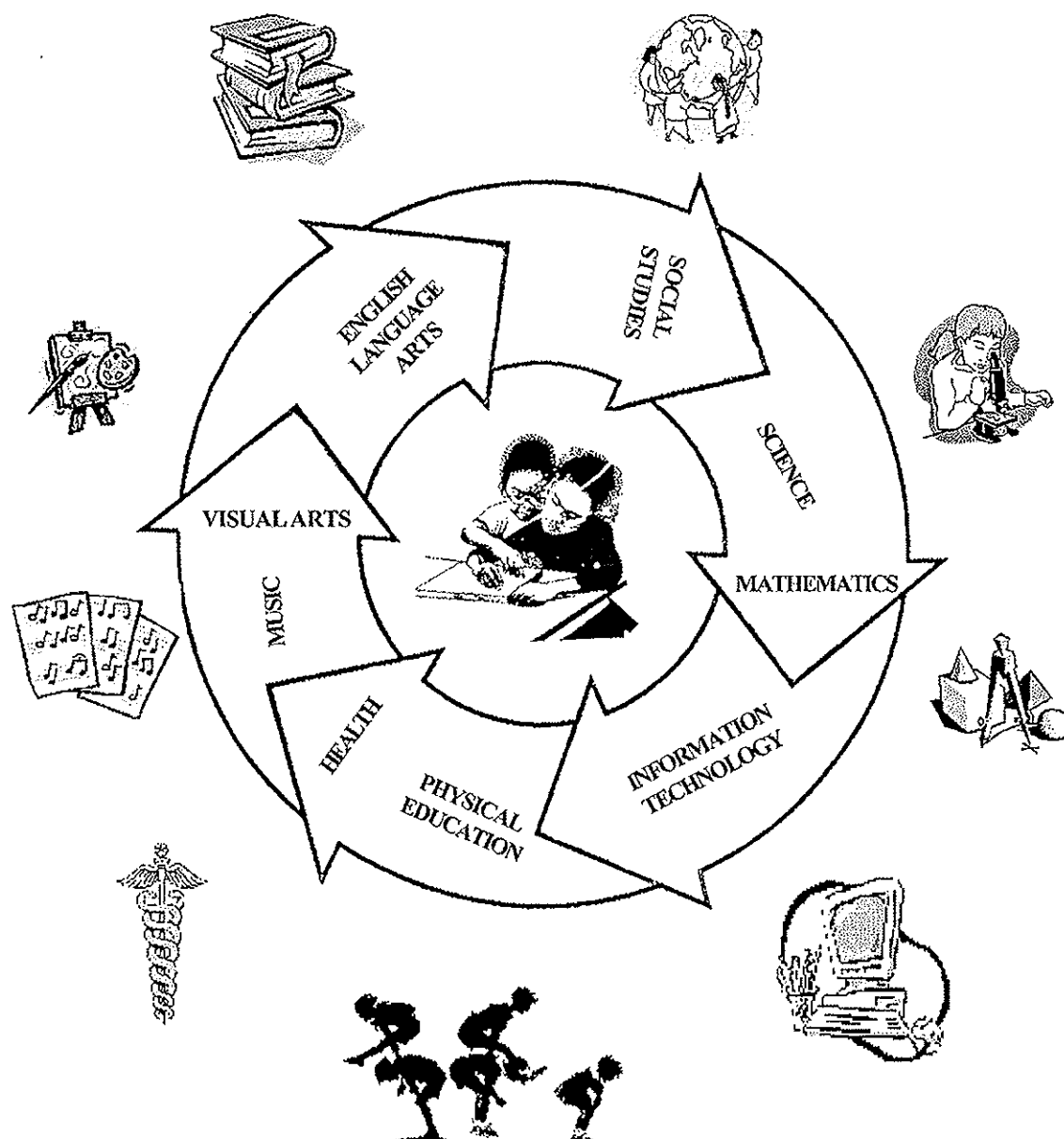
System Wide Student Text e.g.

Scholastic Guided Reading Books

Suggested Supplementary References

- Bank St. Readers
- Oxford Reading Tree – Oxford University Press
- Picture Dictionaries
- Sunshine – The Wright Group
- Story Basket
- The Story Box
- Wiggle Works
- Leveled books
- Classroom libraries sorted by theme, author and genre

Glossary:



Module B

ENGLISH LANGUAGE ARTS

Module Title: Comprehension

Sequence Reference: P3 EL-B

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Performance Standards & Strand

Comprehension of Informational Text (1) EL.P3.I

1. The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes.
2. The student will demonstrate competence in the reading and use of documents and procedural text.
3. The student will demonstrate competence in the reading and use of persuasive text.

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Expository Text

- I1a Use Structure (textual features) to retrieve information
- I1b Compare observations of author to their own observations
- I1c Identify author's purpose
- I1d Read and interpret textual materials
- I1e Use organizational structure to contribute to understanding the text
- I1f Read and make connections to expository text about Bermudian culture/life
- I1g Identify important facts and details in informational text

Document and Procedural

- I2a Identify use of transitional words
- I2b Follow instructions and directions
- I2c Locate specific information

Suggested texts:

- Maps
- Schedules
- Instructions/
- Directions

Persuasive

N/A

At the end of this module, students will:

- relate prior knowledge and personal experiences with a variety of texts in order to construct meaning
- utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature
- read a variety of texts for information and pleasure
- make predictions from text content
- generate questions before, during and after reading
- recall explicit facts and inferences implicit facts
- summarize text content
- distinguish fact from fiction in a text
- interpret information from illustrations, diagrams, charts, graph and graphic organizers
- make connections between tasks and/or personal experiences
- identify and infer main idea and supporting details
- self-monitor comprehension and attempt to clarify meaning
- identify and infer cause and effect relationships
- recognize and analyze plot, setting and characters within a given text
- compare and contrast story elements among other texts
- recognize the basic elements of a variety of genres (e.g., poetry, fables, folktales)
- use titles, tables of contents and chapter heading to locate information quickly and accurately and to preview text
- recognize the author's purpose
- use dictionary, thesaurus and glossary skills to determine word meanings

Module Title: Comprehension	Sequence Reference: P3 EL-B
Performance Standards & Strand	
Comprehension of Informational Text (1) EL.P3.I 1. The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes. 2. The student will demonstrate competence in the reading and use of documents and procedural text. 3. The student will demonstrate competence in the reading and use of persuasive text.	
Assessment Indicators:	Curriculum Objectives & Content Detail:
The student will produce evidence that demonstrates understanding of: <u>Expository</u> I1a Use Structure (textual features) to retrieve information I1b Compare observations of author to their own observations I1c Identify author's purpose I1d Read and interpret textual materials I1e Use organizational structure to contribute to understanding the text I1f Read and make connections to expository text about Bermudian culture/life I1g Identify important facts and details in informational text <u>Document and Procedural</u> I2a Identify use of transitional words I2b Follow instructions and directions I2c Locate specific information <i>Suggested texts:</i> • Maps • Schedules • Instructions • Directions <u>Persuasive</u> N/A	At the end of this module, students will: • establish purpose for reading • make predictions • make inferences • compare and contrast • draw conclusions • identify similarities and differences <u>Understand and analyze:</u> • characters • settings • problem • solutions • beginnings, middle and end • theme • illustrations • sequence • fact/opinion • dramatization • main idea • supporting details • paraphrasing • summarizing • questioning • cause and effect • graphic organizers

Recommended Instructional Strategies:

Teachers will enhance instruction by utilizing the following:

- display word wall
- read to children and with children
- design cloze activities
- language experience
- buddy reading
- choose an illustrated story without reading the words.
 - show class only the illustrations
 - encourage children to ask questions such as: what do you think this story is about? what do you think will happen next? how do you think the story will end?
 - read story to class
 - encourage students to read and predict new words by using the illustrations as clues
 - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment
- shared reading
- independent reading
- literature circles
- reading aloud
- interactive writing
- language experience/shared writing
- independent writing
- guided writing
- onset and rimes
- oral segmentation
- sound out the words
- use context clues and picture clues
- use the dictionary
- create vocabulary riddles
- oral blending
- sound spelling
- choral reading to model fluency
- small group instruction/flexible grouping
- reader's theatre

* onset and rime are linguistic terms. Onsets are speech sounds (b/j/s/p/) before a vowel, and rimes are the vowels and what follows (-ack). If a word begins with a vowel, it only has a rime. Words are formed by combining onsets and rimes (back, jack, sack, pack).

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- anecdotal record
- running records
- taped oral reading
- personal dictionary of new words
- reading checklist
- portfolios
- student conferences
- word list
- mini-lessons
- rubrics
- dictation
- selection tests
- pupil self-assessment
- Multiple choice items
- Constructed responses

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word lists
- dictation
- selection tests
- system wide assessments
- module test
- poster reports
- video presentations and photo-essays
- end-of-year test

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- index cards
- overhead projector
- puppets
- Elmo machine
- Books
- Cereal boxes
- Posters
- Magazines
- Tape recorder
- cassette tapes – tape recorders
- scissors
- markers
- menus
- TV/VCR
- easels
- laminators
- newspapers
- chart paper
- construction papers
- magazines
- sentence strips
- catalogs
- maps
- travel guides, brochures
- fliers
- software
- book-binding machine

References - Teacher:

System Wide Teacher's Ed. Scholastic

- Literacy Place Handbook
- Teacher's Edition G.1
- Guided Reading
- Wiggle Works

Suggested Supplementary References

- Developing Life-Long Readers – Margaret Mooney
- Guiding the Reading Process – David Booth
- Guided Reading – Irene C. Fountas & Pinnell
- The Literacy Map – J. Richard Gentry
- Word Matters – Irene G. Fountas & Pinnell

References - Student:

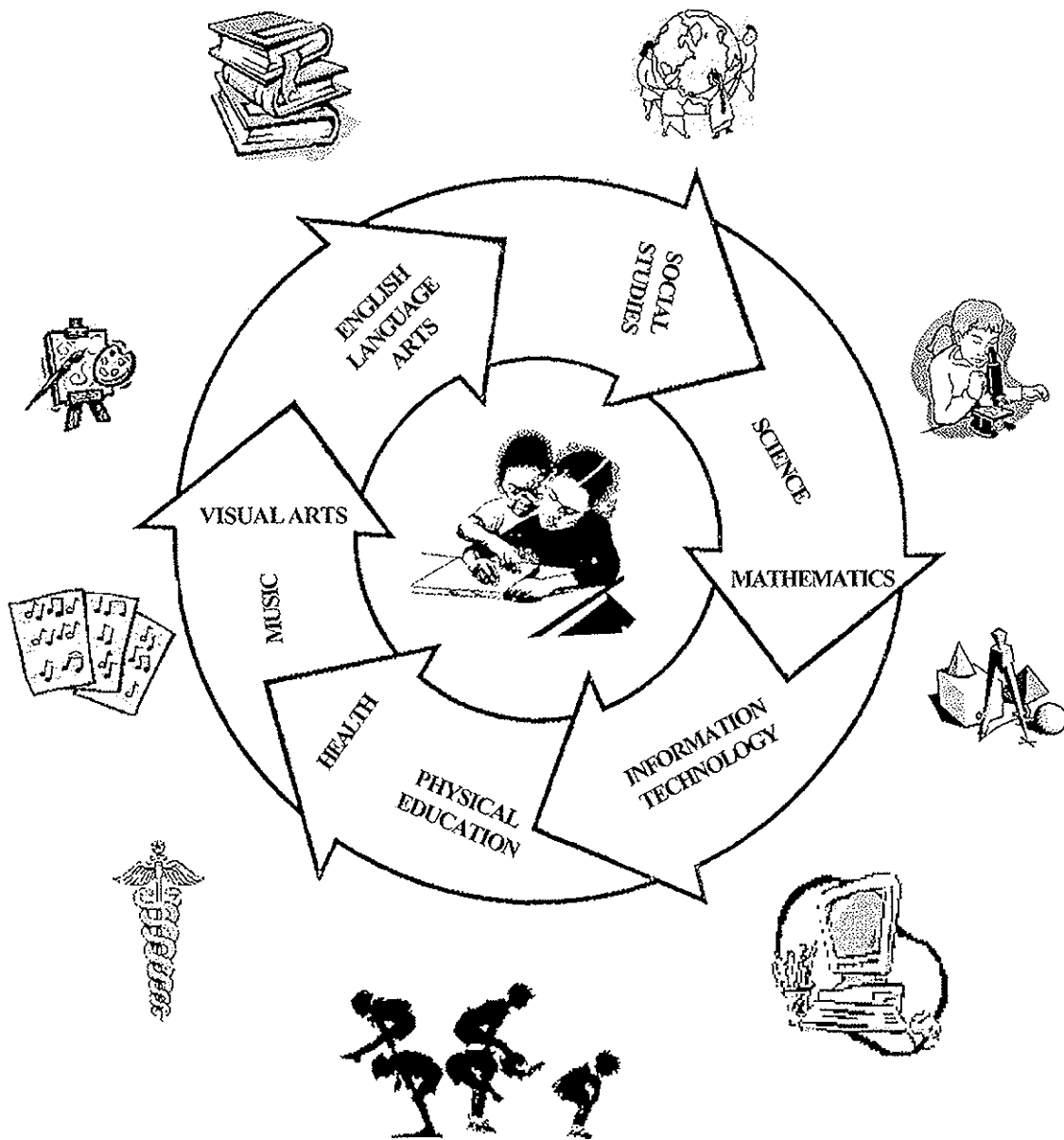
System Wide Student Text e.g.

Scholastic Guided Reading Books

Suggested Supplementary References

- Bank St. Readers
- Oxford Reading Tree – Oxford University Press
- Picture Dictionaries
- Sunshine – The Wright Group
- Story Basket
- The Story Box
- Wiggle Works
- Leveled books
- Classroom libraries sorted by theme, author and genre

Glossary:



Module C

ENGLISH LANGUAGE ARTS

Module Title: Literature

Sequence Reference: P3 EL-C

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Performance Standards & Strand

Comprehension of Literature Text (L) EL.P3.L

1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Literary Elements and Devices

- L1a** Recall information and details about characters, plot, setting, main ideas
- L1b** Identify the beginning, middle, and end of a story
- L1c** Identify a character's traits
- L1d** Identify the problem and solution of a story
- L1e** Determine the main idea or message of a literary text
- L1f** Identify comparisons and sensory words in a text

Characteristics of Various Genre

- L1a** Identify the similarities and differences among a story, poem, and play

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- read, listen to and respond to a variety of literature
- read and analyze contemporary and classic literature that represent a diversity of authors, illustrators and cultures
- read familiar text with expression
- use new words in oral and written language
- recognize grade appropriate words with multiple meanings
- read, listen to and respond to a variety of literature
- read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures
- define and give examples of a variety of genres
- reread books for deeper understanding and knowledge of author's craft
- read literature aloud so that the students can model the author's craft
- discuss and explain literature that may not be able to be read independently
- discuss new vocabulary as it is encountered in books and conversations
- ask questions that seek elaboration and justification
- identify author's purpose
- read and make connections to text about Bermuda life

Module Title: Literature	Sequence Reference: P3 EL-C
Performance Standards & Strand	
<u>Comprehension of Literature Text (L) EL.P3.L</u> 1. The student will consider the contributions of literary elements and devices when constructing meaning of a text. 2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.	
Assessment Indicators:	Curriculum Objectives & Content Detail:
The student will produce evidence that demonstrates understanding of: <u>Literary Elements and Devices</u> L1a Recall information and details about characters, plot, setting, main ideas L1b Identify the beginning, middle, and end of a story L1c Identify a character's traits L1d Identify the problem and solution of a story L1e Determine the main idea or message of a literary text L1f Identify comparisons and sensory words in a text <u>Characteristics of Various Genre</u> L1a Identify the similarities and differences among a story, poem, and play	At the end of this module, students will: • text types and structure: - captions - figurative language - map - personal narrative - recipe - repetitive story - speech balloons • author's craft - onomatopoeia - alliteration - personification • genre: - fiction - non-fiction - reality/fantasy - fables - legends - poetry - tales-folk tales/tall tales - drama - play • literary terms: - action verbs - descriptive language - personification - figurative language - onomatopoeia - rhyme - illustrations • culture: - characters - customs - languages

Recommended Instructional Strategies:

Teachers will enhance instruction by utilizing the following:

- display word wall
- read to children and with children
- design cloze activities
- language experience
- buddy reading
- choose an illustrated story without reading the words.
 - show class only the illustrations
 - encourage children to ask questions such as: what do you think this story is about? what do you think will happen next? how do you think the story will end?
 - read story to class
 - encourage students to read and predict new words by using the illustrations as clues
 - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment
- shared reading
- independent reading
- literature circles
- reading aloud
- interactive writing
- language experience/shared writing
- independent writing
- guided writing
- onset and rimes
- oral segmentation
- sound out the words
- use context clues and picture clues
- use the dictionary
- create vocabulary riddles
- oral blending
- sound spelling
- choral reading to model fluency
- small group instruction/flexible grouping
- reader's theatre

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- anecdotal record
- running records
- taped oral reading
- personal dictionary of new words
- reading checklist
- portfolios
- student conferences
- word list
- mini-lessons
- rubrics
- dictation
- selection tests
- pupil self-assessment
- story retellings
- illustrations
- story maps

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word lists
- dictation
- selection tests
- oral and written reports
- system wide tests
- module test
- end-of-year test

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- index cards
- overhead projector
- puppets
- Elmo machine
- cassette tapes – tape recorders
- scissors
- markers
- construction papers
- magazines
- sentence strips

References - Teacher:

System Wide Teacher's Ed. Scholastic

- Literacy Place Handbook
- Teacher's Edition G.1
- Guided Reading
- Wiggle Works

Suggested Supplementary References

- Developing Life-Long Readers – Margaret Mooney
- Guiding the Reading Process – David Booth
- Guided Reading – Irene C. Fountas & Pinnell
- The Literacy Map – J. Richard Gentry
- Word Matters – Irene G. Fountas & Pinnell
- Around the Reading Workshop in 180 days- Frank Serafini with Suzette Serafini-Youngs

References - Student:

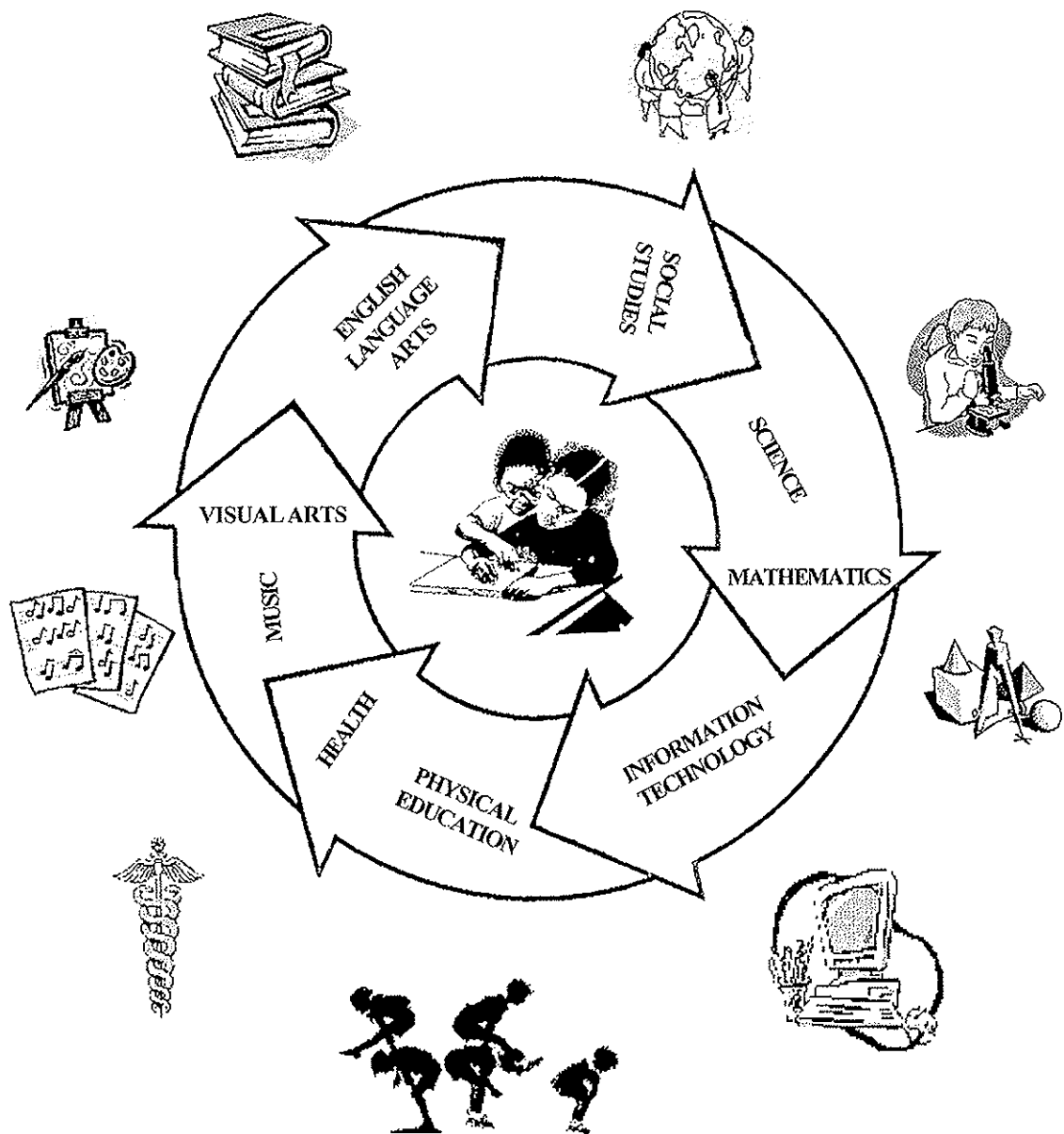
System Wide Student Text e.g.

Scholastic Guided Reading Books

Suggested Supplementary References

- Bank St. Readers
- Oxford Reading Tree – Oxford University Press
- Picture Dictionaries
- Sunshine – The Wright Group
- Story Basket
- The Story Box
- Wiggle Works
- Leveled books
- Classroom libraries sorted by theme, author and genre

Glossary:



Module D

ENGLISH LANGUAGE ARTS

Module Title: Writing Strategies

Sequence Reference: P3 EL-D

Time allotted: 1 hour Writing workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Performance Standards & Strand

Language Usage (U) EL.P3.U

1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Grammar and Conventions of Standard English Language

- U1a Capitalize proper nouns, titles of people, months of the year, days of the week, holidays
- U1b Capitalize pronoun I and first word in a sentence
- U1c Punctuate using periods and question marks
- U1d Punctuate by using apostrophes with contractions
- U1e Punctuate with commas
- U1f Use spelling correctly in patterns and words
- U1g Use correct abbreviations
- U1h Use subject-verb agreement
- U1i Use parts of speech correctly (nouns, verbs, adjectives, pronouns.)

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- engage in the writing process
- use appropriate conventions of print, grammar and spelling to convey ideas
- generate and expand writing vocabulary
- incorporate language that reflects/models proper speech
- model the use of direct dialogue
- write daily
- generate content and topics for writing
- research their work often
- solicit and provide responses to writing
- apply a sense of what good writing looks like
- employ writing strategies such as using dialogue, transition words and concrete detail
- provide a sense of closure
- imitate narrative elements from story books
- recount events and reactions such as, I felt, I noticed, I wondered, etc.)
- use a variety of resources to gather information about a topic
- use graphic features and graphic organizers

Module Title: Writing Strategies	Sequence Reference: P3 EL-D
Performance Standards & Strand	
Language Usage (U) EL.P3.U 1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.	
Assessment Indicators:	Curriculum Objectives & Content Detail:
The student will produce evidence that demonstrates understanding of: <u>Grammar and Conventions of Standard English Language</u> U1a Capitalize proper nouns, titles of people, months of the year, days of the week, holidays U1b Capitalize pronoun I and first word in a sentence U1c Punctuate using periods and question marks U1d Punctuate by using apostrophes with contractions U1e Punctuate with commas U1f Use spelling correctly in patterns and words U1g Use correct abbreviations U1h Use subject-verb agreement U1i Use parts of speech correctly (nouns, verbs, adjectives, pronouns.)	At the end of this module, students will: pre-writing activities: • listen to stories • discussion – pictures and illustrations • brainstorming • choose topics • determine audience • use graphic organizer (e.g. mapping, webbing) • compose • draft • revise • edit/proof-read • publish conventions of print: • formation of all letters (D’Nealian manuscript) • sequence • legible print • space between words • use of upper and lower case letters capitalization: - proper nouns, pronoun “I”, the first word in a sentence punctuation: - comma, period, question mark - apostrophe in contractions and possessives • cursive writing (third term – D’Nealian) • grammar/parts of speech: - nouns, verbs, adjectives, adverbs, - singular and plural forms of nouns, pronouns - possessives, contractions, regular/irregular, endings - comparatives/superlatives, irregular plurals - experiential vocabulary, content vocabulary - synonyms, antonyms, rhyming words, homonyms -word patterns, multiple-meaning words, onomatopoeia

Module Title: Writing Strategies	Sequence Reference: P3 EL-D
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
Teachers will enhance instruction by utilizing the following: • display word wall • read to children and with children • design cloze activities • language experience • buddy reading • choose an illustrated story without reading the words. - show class only the illustrations - encourage children to ask questions such as: what do you think this story is about? what do you think will happen next? how do you think the story will end? - read story to class - encourage students to read and predict new words by using the illustrations as clues - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment • shared reading • journal writing • conferencing • independent reading • interactive writing • language experience/shared writing • guided writing • editing checklists • use the dictionary • create vocabulary riddles • sound spelling • small group instruction/flexible grouping • sentence starters • word bank • diaries • graphic organizers • publishing class books • author's chair	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal record • running records • taped oral reading • personal dictionary of new words • journals • self-reflections • literacy logs • reading checklist • portfolios • student conferences • word list • mini-lessons • Rubrics • forms and checklists • dictation • selection tests • pupil self-assessment

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word lists
- dictation
- selection tests
- unit tests
- placement tests
- Diagnostic writing samples
- module test
- vocabulary tests
- end-of-year test
- spelling tests

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- index cards
- overhead projector
- puppets
- Elmo machine
- cassette tapes – tape recorders
- scissors
- markers
- construction papers
- magazines
- sentence strips

References - Teacher:

System Wide Teacher's Ed. Scholastic

- Literacy Place Handbook
- Teacher's Edition G.1
- Guided Reading
- Wiggle Works

Suggested Supplementary References

- Developing Life-Long Readers – Margaret Mooney
- Guiding the Reading Process – David Booth
- Guided Reading – Irene C. Fountas & Pinnell
- The Literacy Map – J. Richard Gentry
- Word Matters – Irene G. Fountas & Pinnell

References - Student:

System Wide Student Text e.g.

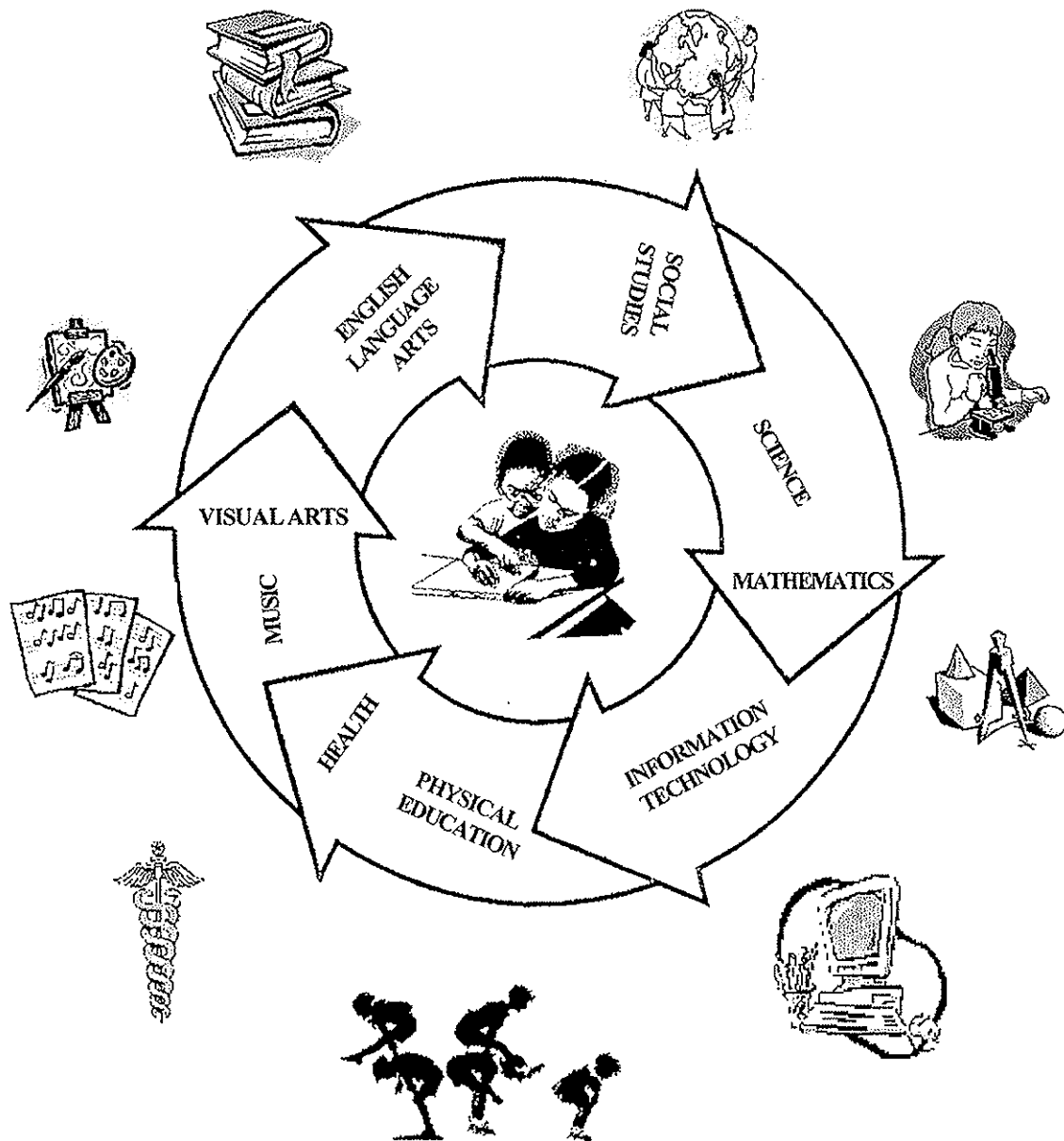
Scholastic Guided Reading Books

Suggested Supplementary References

- Bank St. Readers
- Oxford Reading Tree – Oxford University Press
- Picture Dictionaries
- Sunshine – The Wright Group
- Story Basket
- The Story Box
- Wiggle Works
- Leveled books
- Classroom libraries sorted by theme, author and genre

Glossary

Scaffolding: process of supporting students in any aspect of reading and writing. This may include questioning, modeling, etc.



Module E

ENGLISH LANGUAGE ARTS

Module Title: Writing Composition

Sequence Reference: P3 EL-E

Time allotted: Writing workshop 1 hour

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Performance Standards & Strand

Compose Writing (W) EL.P3.W

1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

- W1a** Compose a short story that has character, setting, plot, movement through time and change.
- W1b** Create a sequence of events
- W1c** Develop a plot using appropriate strategies
- W1d** Provide a sense of closure.

Curriculum Objectives & Content Detail:

At the end of this module, students will:

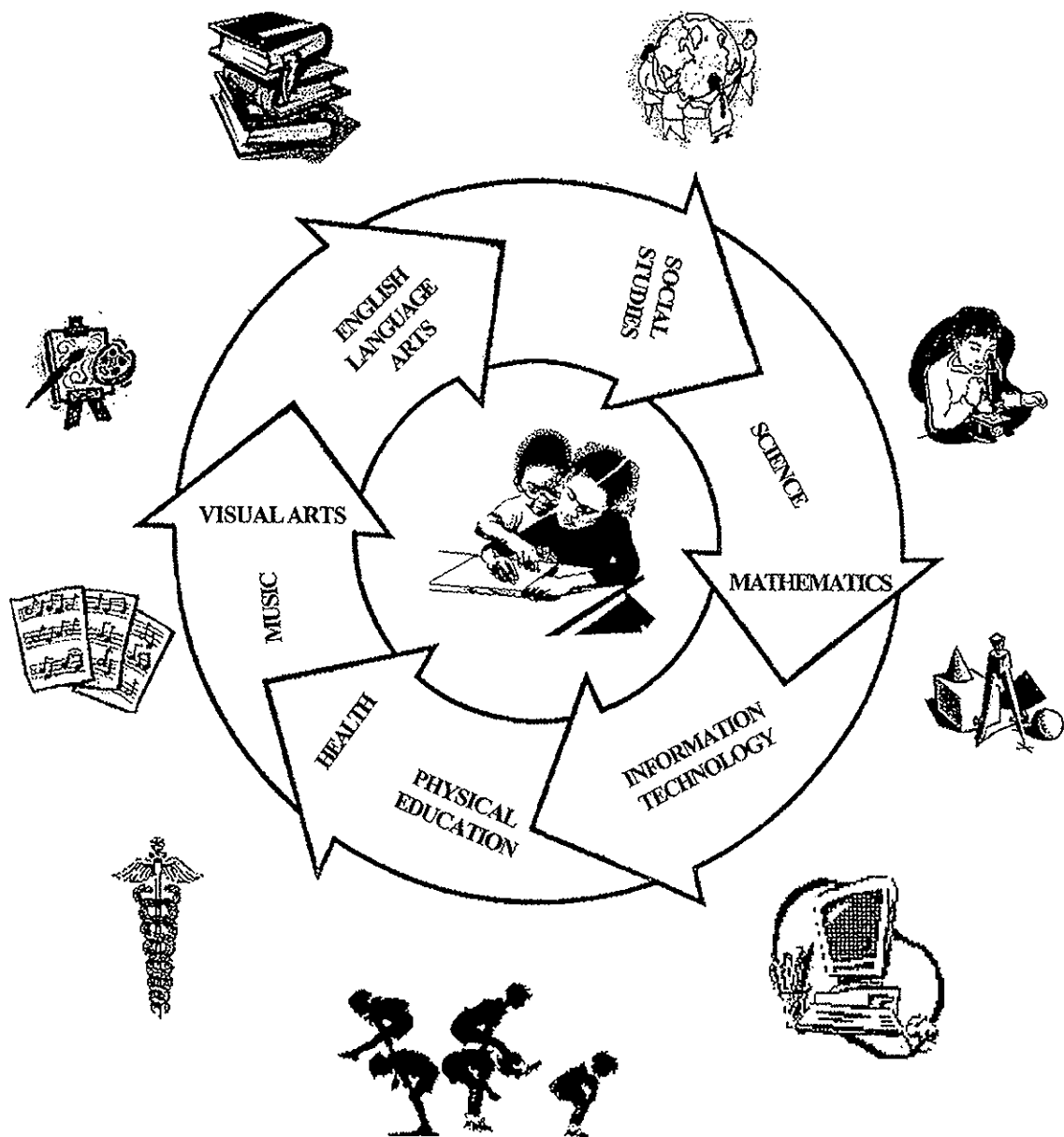
engage in the writing process

- create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes.
- write daily
- encourage students to generate their own topics
- extend pieces of writing over several days
- use specific details about characters, settings, events and motives in writing
- create organized structures
- write text of a length appropriate to address a topic and tell the story
- use a variety of resources (encyclopedia, internet, books) to research and share information on a topic
- variety of forms:
 - poetry
 - journals
 - picture books
 - story
 - letters
- purposes:
 - generate ideas
 - reflection
 - dictate messages
 - write captions for illustrations
 - communication
 - information
 - entertainment
 - description
 - life experiences
 - community competition
- organizing structure
 - paragraphs
 - heading
 - sub-titles
 - captions

Module Title: Writing Composition	Sequence Reference: P3 EL-E
Performance Standards & Strand	
Compose Writing (W) EL.P3.W 1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.	
Assessment Indicators:	Curriculum Objectives & Content Detail:
The student will produce evidence that demonstrates understanding of: W1a Compose a short story that has character, setting, plot, movement through time and change. W1b Create a sequence of events W1c Develop a plot using appropriate strategies W1d Provide a sense of closure.	At the end of this module, students will: • use traditional organizational patterns for conveying information (e.g., chronological order, similarly and difference, answering questions) • use transition words and phrases • use graphic features (charts, tables, graphs) • begin to use appropriate formatting conventions for letters writing (e.g., date, salutation (greeting), body, closing) • write a response to literature that demonstrates understanding of the text and expresses and supports an opinion • write a persuasive piece that states and supports an opinion • pre-write to generate ideas orally • use planning ideas to produce a rough draft • reread writing to self and others, revise to add detail and edit to make corrections • create document with legible handwriting • consistently write complete sentence with subject/verb agreement • use nouns (singular, plural and possessive) correctly • use singular and plural personal pronouns in place of nouns (I, the, we us) • use increasingly complex sentence structure • use common rules of spelling • use appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, exclamatory and simple and compound) • begin to use commas (e.g. in a series, in dates, after a friendly letter greeting and closing, and between parishes and country and cities and states), and periods after grade appropriate abbreviations • recognize appropriate uses of quotation marks • use the dictionary and thesaurus to support word choices • connect text to those that have been read aloud • use language and concepts from those texts in writing • connect writing to authentic experiences and meaning give conscious attention to word choice and the communication of meaning.

Module Title: Writing Composition	Sequence Reference: P3 EL-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
Teachers will enhance instruction by utilizing the following: • display word wall • read to children and with children • design cloze activities • language experience • buddy reading • choose an illustrated story without reading the words. - show class only the illustrations - encourage children to ask questions such as: what do you think this story is about? what do you think will happen next? how do you think the story will end? - read story to class - encourage students to read and predict new words by using the illustrations as clues - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment • shared reading • interactive writing • language experience/shared writing • independent writing • guided writing • use context clues and picture clues • use the dictionary • create vocabulary riddles • sound spelling • small group instruction/flexible grouping	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal record • running records • taped oral reading • personal dictionary of new words • reading checklist • portfolios • student conferences • word list • mini-lessons • rubrics • dictation • selection tests • pupil self-assessment

Module Title: Writing Composition	Sequence Reference: P3 EL-E
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades.	
• running records • word lists • dictation • selection tests	
Special Resources:	
(materials, equipment & community involvement)	
• chart paper & stand • index cards • overhead projector • puppets • Elmo machine	



Module F

ENGLISH LANGUAGE ARTS

LEVEL: GRADE 3

Module Title: Speaking and Listening

Sequence Reference: P3 EL-F

Time allotted: 65 min/wk

Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.2 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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☐
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Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- speak for a variety of audiences and purposes and respond appropriately
- listen for a variety of purposes and appreciate the diversity of language
- interpret information presented and seek clarification when needed
- begin to use oral language for different purposes: to inform, to persuade and to entertain
- use increasingly complex language patterns and sentence structure when communicating
- listen to and view a variety of media to acquire information
- increase vocabulary to reflect a growing range of interest and knowledge

Content Detail:

- purpose
 - discussing, informing, questioning, problem solving, sharing idea, sharing stories, choral speaking, dramatics, role playing, reporting eg. show and tell, comprehending, interpreting, analyzing, evaluating, responding, gathering information, enjoyment,, anticipating outcomes(predicting), following instructions
- vocabulary
 - ideas, feelings, opinions and experiences
- speaking skills
 - attention to content detail, proper grammar, poise, voice tone, rate of speaking, volume, pitch, eye contact, turn taking
- responses
 - organizing, clarifying, paraphrasing, summarizing,
- listening skills
 - correct posture
 - eye contact
 - proper body language
 - forming sensory images
 - questioning
- diversity of language
 - cultural appreciation

Module Title: Speaking and Listening	Sequence Reference: P3 EL-F
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modelling • role playing • tape/video recording • share various forms of genre • presenting plays & skills • elocution • class discussion • reader's theatre • book sharing e.g. book reports • listening centre • peer conferencing • teacher conferencing • think-pair-share • echo reading • interactive CD-ROM • K-W-L • puppetry	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • speaking checklist • speaking rubrics • teacher observation • presentations • story retelling • dictation

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- performance based module test

Special Resources:

(materials, equipment & community involvement)

- | | | |
|---|----------------------|---------------------|
| • tape recorder | • VCR/Videos | • computer hardware |
| • computer software | • CD player | • puppets |
| • props | • magazine | • paper |
| • markers | • crayons | • variety of books |
| • PA system | • community speakers | • field trips |
| • sequencing cards | • earphones | • read-ins |
| • community involvement
(e.g. Spring into the Arts, circle time
plays, assemblies etc.) | | |

References - Teacher:

System-wide teacher's edition e.g. Literacy Place K Skills for Growing K (suggested supplementary ref.)

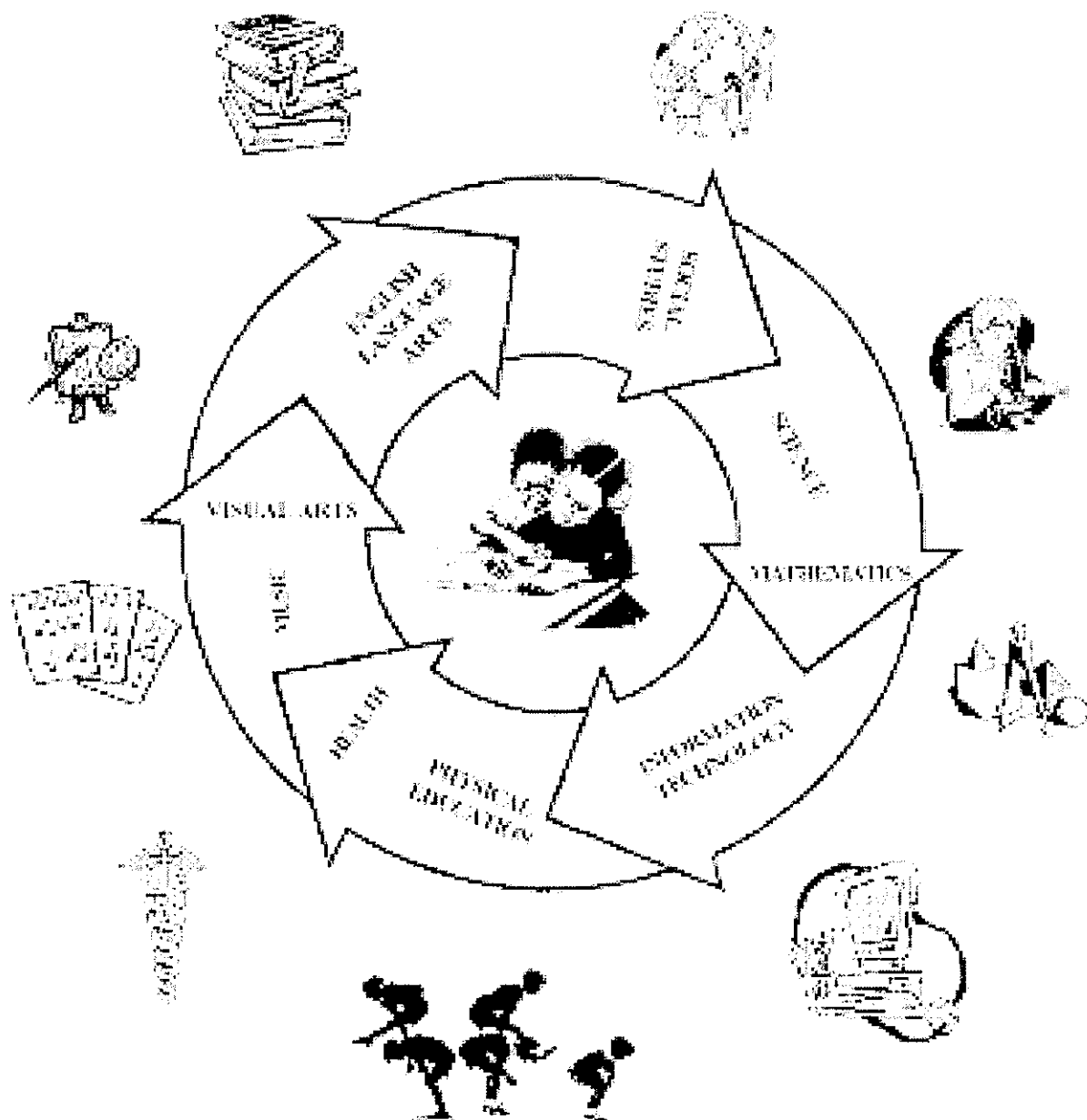
- The Child as Critic - Glenna Davis Sloan
- Literacy - D. Booth
- Literature tapes
- The Story-teller's Start up Book - MacDonald
- Easy to Read Fold & Fairy Tale Plays – Carol Pugliano

References - Student:

- Wiggle Works
- CD-ROMS
- Meet the Mentor video tapes
- Literature tapes/story tape
- Videos

Glossary:

- elocution: the art or style of expressive speaking
- reader's theatre: a form of response in which children turn a story into a play



Module G

ENGLISH LANGUAGE ARTS

Module Title: Processing Information and Mass Media

Sequence Reference: P3 EL-G

Time allotted: 25 min/wk

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.1 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- conduct research on academic and personal interest
- demonstrate competency in the basic use of print and non – print media.
- critically analyze and evaluate non-print texts to apply them to problem-solving and increasing personal understanding
- utilize multiple media to communicate and create print and non-print texts

print:

- library skills:
 - etiquette, locate specific areas
 - card catalogue, A B C order
- research skills:
 - formulating questions, select information
 - draw conclusion, gather information
 - present information, interpret graphic sources
- non – print:
 - operate multimedia equipment
 - computer
 - TV/VCR
 - audio tape player
 - audio tapes
 - interactive books
 - word processor
 - camera
- comprehend data
- critique data
 - observe, examine, classify, predict
- print:
 - reports, poster designs, illustrations, drawings
 - writing
- non-print:
 - photo story, taped interviews

**Recommended
Instructional Strategies:**

- brainstorming
- cooperative grouping
- computer sessions
- interest groups
- games
- think-pair-share
- retrieve information
- present information
- interviews
- model format
- field trips

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- rubrics
- student-teacher conferences
- checklist
- anecdotal records

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- exhibition
- students group performances
- portfolios
- oral performance

Special Resources:

(materials, equipment & community involvement)

- | | | |
|--|-----------------------|-------------------|
| • binders | • folders | • poster paper |
| • markers | • crayons | • camera |
| • film | • overhead projectors | • paper |
| • T.V./VCR | • senior citizens | • reference books |
| • computer hardware and software | • story cassettes | • computers |
| • community places of interest | • tape recorders | • audio cassettes |
| • libraries (school, class, community) | • video camera | • CD's |
| • CD player | | |

References - Teacher:

- System-wide Teacher Ed. e.g. Literacy Place Gr. 2
- suggested supplementary references:
 - Creating Classrooms for Authors and Inquirers, Jerome C. Harste et al
 - encyclopedias
 - internet
 - reference books
 - journals, periodicals

References - Student:

- System-wide student texts e.g. Literacy Place Gr. 2
- suggested supplementary references:
 - newspapers
 - magazines
 - journals
 - dictionaries
 - encyclopedias

Glossary:

- Photo – story: a book or article containing many photographs about a subject

**PRIMARY THREE (P3) ENGLISH LANGUAGE ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. READING STRATEGIES ☐ demonstrate an awareness of print ☐ apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words ☐ develop and extend vocabulary ☐ develop and extend meaning ☐ use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words ☐ read and spell words containing blends, digraphs and diphthongs ☐ recognize, read and write words containing regular plurals, irregular plurals and possessives ☐ read compound words and contractions in grade appropriate texts ☐ read and spell words containing r-controlled vowels and silent letters ☐ read and spell words containing irregular vowel patterns ☐ read multi-syllabic words ☐ apply learned phonics skills when reading and writing words and sentences ☐ Apply letter sound knowledge to decode quickly and accurately ☐ automatically recognizes additional high frequency and familiar words within text ☐ read primary three texts at a target rate of 90 words correct per minute ☐ use self- correction when subsequent reading indicates an earlier misreading within grade-level text			A. READING STRATEGIES (<i>Cont'd</i>) ☐ recognize grade appropriate words with multiple meaning ☐ recognize and applies the appropriate usage of homophones, homographs, antonyms and synonyms ☐ determine the meaning of unknown words on the basis of context B. COMPREHENSION ☐ relate prior knowledge and personal experiences with a variety of texts in order to construct meaning ☐ utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature ☐ read a variety of texts for information and pleasure ☐ make predictions from text content ☐ generate questions before, during and after reading ☐ recall explicit facts and infer implicit facts ☐ summarize text content ☐ distinguish fact from fiction in a text ☐ interpret information from illustrations, diagrams, charts, graph and graphic organizers ☐ make connections between tasks and/or personal experiences ☐ identify and infer main idea and supporting details ☐ self-monitor comprehension and attempt to clarify meaning		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
B. COMPREHENSION (Cont'd) ☐ identify and infer cause and effect relationships ☐ recognize and analyze plot, setting and characters within a given text ☐ compare and contrast story elements among other texts ☐ recognize the basic elements of a variety of genres (e.g., poetry, fables, folktales) ☐ use titles, tables of contents and chapter heading to locate information quickly and accurately and to preview text ☐ recognize the author's purpose ☐ use dictionary, thesaurus and glossary skills to determine word meanings C. LITERATURE ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classic literature that represent a diversity of authors, illustrators and cultures ☐ read familiar text with expression ☐ use new words in oral and written language ☐ recognize grade appropriate words with multiple meanings ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures ☐ define and give examples of a variety of genres ☐ reread books for deeper understanding and knowledge of author's craft ☐ read literature aloud so that the students can model the author's craft			C. LITERATURE (Cont'd) ☐ discuss and explain literature that may not be able to be read independently ☐ discuss new vocabulary as it is encountered in books and conversations ☐ ask questions that seek elaboration and justification ☐ identify author's purpose ☐ read and make connections to text about Bermuda life D. WRITING STRATEGIES ☐ engage in the writing process ☐ use appropriate conventions of print, grammar and spelling to convey ideas ☐ generate and expand writing vocabulary ☐ incorporate language that reflects/models proper speech ☐ model the use of direct dialogue ☐ write daily ☐ generate content and topics for writing ☐ research their work often ☐ solicit and provide responses to writing ☐ apply a sense of what good writing looks like ☐ employ writing strategies such as using dialogue, transition words and concrete detail ☐ provide a sense of closure ☐ imitate narrative elements from story books ☐ recount events and reactions such as, I felt, I noticed, I wondered, etc.) ☐ use a variety of resources to gather information about a topic ☐ use graphic features and graphic organizers		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. WRITING COMPOSITION ☐ create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes. ☐ write daily ☐ encourage students to generate their own topics ☐ extend pieces of writing over several days ☐ use specific details about characters, settings, events and motives in writing ☐ create organized structures ☐ write text of a length appropriate to address a topic and tell the story ☐ use a variety of resources (encyclopedia, internet, books) to research and share information on a topic ☐ use traditional organizational patterns for conveying information (e.g., chronological order, similarly and difference, answering questions) ☐ use transition words and phrases ☐ use graphic features (charts, tables, graphs) ☐ begin to use appropriate formatting conventions for letter writing (e.g., date, salutation (greeting), body, closing) ☐ write a response to literature that demonstrates understanding of the text and expresses and supports an opinion ☐ write a persuasive piece that states and supports an opinion ☐ pre-write to generate ideas orally ☐ use planning ideas to produce a rough draft			E. WRITING COMPOSITION (<i>Cont'd</i>) ☐ reread writing to self and others, revise to add details and edit to make corrections ☐ create document with legible handwriting ☐ consistently write complete sentences with subject/verb agreement ☐ use nouns (singular, plural and possessive) correctly ☐ use singular and plural personal pronouns in place of nouns (I, the, we us) ☐ use increasingly complex sentence structure ☐ use common rules of spelling ☐ use appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, exclamatory and simple and compound) ☐ begin to use commas (e.g. in a series, in dates, after a friendly letter greeting and closing, and between parishes and country and cities and states), and periods after grade appropriate abbreviations ☐ recognize appropriate uses of quotation marks ☐ use the dictionary and thesaurus to support word choices ☐ connect text to those that have been read aloud ☐ use language and concepts from those texts in writing ☐ connect writing to authentic experiences and meaning ☐ give conscious attention to word choice and the communication of meaning.		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
F SPEAKING AND LISTENING ☐ speak for a variety of audiences and purposes and respond appropriately ☐ listen for a variety of purposes and appreciate the diversity of language ☐ interpret information presented and seek clarification when needed ☐ begin to use oral language for different purposes: to inform, to persuade and to entertain ☐ use increasingly complex language patterns and sentence structure when communicating ☐ listen to and view a variety of media to acquire information ☐ increase vocabulary to reflect a growing range of interest and knowledge G. PROCESSING INFORMATION AND MASS MEDIA ☐ conduct research on academic and personal interest ☐ demonstrate competency in the basic use of print and non – print media. ☐ critically analyze and evaluate non-print texts to apply them to problem-solving and increasing personal understanding ☐ utilize multiple media to communicate and create print and non-print texts					

Primary School Curriculum

English Language Arts– P4

Department of Education
Bermuda
2006



**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: English Language Arts

Subject Code: P4 EL

Time Allotted: 450 min/wk

RATIONALE

Language is fundamental to all aspects of thinking, communicating, and learning. It is the foundation upon which all other subjects are built. The proper development of language at the preschool and primary levels facilitates learning, which occurs at the Middle School and Senior School.

The Preschool/Primary English Language Arts Curriculum provides students with the opportunity to explore the various components of language: - reading, writing, listening, speaking, viewing and thinking. It equips them with literary and communication skills allowing them greater ability to function in our society. Teachers use various methods to present the curriculum. Literacy skills are taught in several content areas using thematic units. They emphasize the use of current technology in written and oral communication. As a result, students will be encouraged to become life-long learners.

PRIMARY FOUR (P4) REQUIREMENTS

The requirements for this level are as follows:

Performance Assessment - oral reading - oral presentation - one interview - role playing - penmanship	30%
Product Assessment Portfolio to include: - six writing samples - three graphic organizers - two book reports - one research paper/project - reading log	30%
Written Assessment - selection tests - module test - mid-year test - end-of-year test - spelling test - quizzes	40%
Total	100%

MATERIALS OF INSTRUCTION (Adopted Text)

Scholastic. Scholastic Literacy Place (Gr3). New York: Scholastic Inc., 2000.

PHASE B OUTLINE

P4 Module Titles A -G	P5 Modules Titles A -G	P6 Modules Titles A -G
A. Reading Strategies 40 - parts of a book - paragraph features - phonological awareness - syllable patterns - pronunciations - word meaning - synonyms/antonyms - multi-meaning words	A. Reading Strategies 40 - newspaper in Education - spelling patterns - word structure - syntax - context clues - curriculum content - vocabulary	A. Reading Strategies 40 - newspapers in Education - spelling patterns - word origins - experimental work study - technology usage - current events - thesaurus - context clues - multi meaning words
B. Comprehension 110 - character - plot - setting - main idea/details - cause/effect - inference - conclusions	B. Comprehension 110 - prediction - conclusions - inference - main idea/details - summarizing - compare/contrast - plot - setting	B. Comprehension 110 - steps in a process - sequence - mood - metaphor - authors purpose - categorizing - paraphrasing - cause and effect - conflict resolution - point of view
C. Literature 40 - genre variety - comic strips - diaries - simile - personification - illustrations - culture	C. Literature 40 - genre variety - newspaper article - magazine article - simile - metaphor - personification - culture	C. Literature 40 - genre variety - interview - authors purpose - idioms - onomatopoeia - imagery - exaggeration - culture

D. Writing Strategies 50 - writing process - capitalization - punctuation - contraction - sentence types - compounds - D'Nealian cursive - comparatives/superlatives	D. Writing Strategies 50 - writing process - commas in a series - quotations - possessive nouns - pronoun referents - avoid double negatives - multi syllabic words - irregular verbs - frequently misspelled words	D. Writing Strategies..... 50 - writing process - dialogue - possessives - prepositional phrases - compound predicates - orthographic patterns - opera, closed, hyphenated compounds - often confused words - frequently misspelled words
E. Writing Composition 80 - various purpose - poetry - narrative - letter - descriptive writing	E. Writing Composition 80 - various purposes - journal - poetry - memoir - reports - character profile - expository writing - reflection	E. Writing Composition 80 - dictation - reflections - mapping text - evaluate scripts - journals - descriptive narrative - figurative language - biographical sketch
F. Speaking and Listening . 40 - questioning - responding - discussing - summarizing - inferencing - giving directions	F. Speaking and Listening .. 40 - predicting - persuading - paraphrasing - evaluating information - foreign words - jargon/slang	F. Speaking and Listening .. 40 - to gather information - making judgments - expanding vocabulary - interviewing - colloquialism - dialect - foreign words and phrases - critiquing - analyzing information
G. Processing Information and Mass Media 40 - research skills - organize data - operate tape recorder TV & VCR - taped interview	G. Processing Information and Mass Media 40 - research skills - graphic interpretation - operate multi-media - equipment - analyze data - critique data - photo essay	G. Processing Information and Mass Media 40 - outline - organize - synthesize - compose document - card catalogue - operate - analyze and critique data - video sequence story - overhead presentation

Subtotal 400	Subtotal 400	Subtotal 400
Optional Time <u>50</u>	Optional Time <u>50</u>	Optional Time <u>50</u>
Total Minutes 450	Total Minutes 450	Total Minutes 450

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☒ P5 ☐ P6 ☐

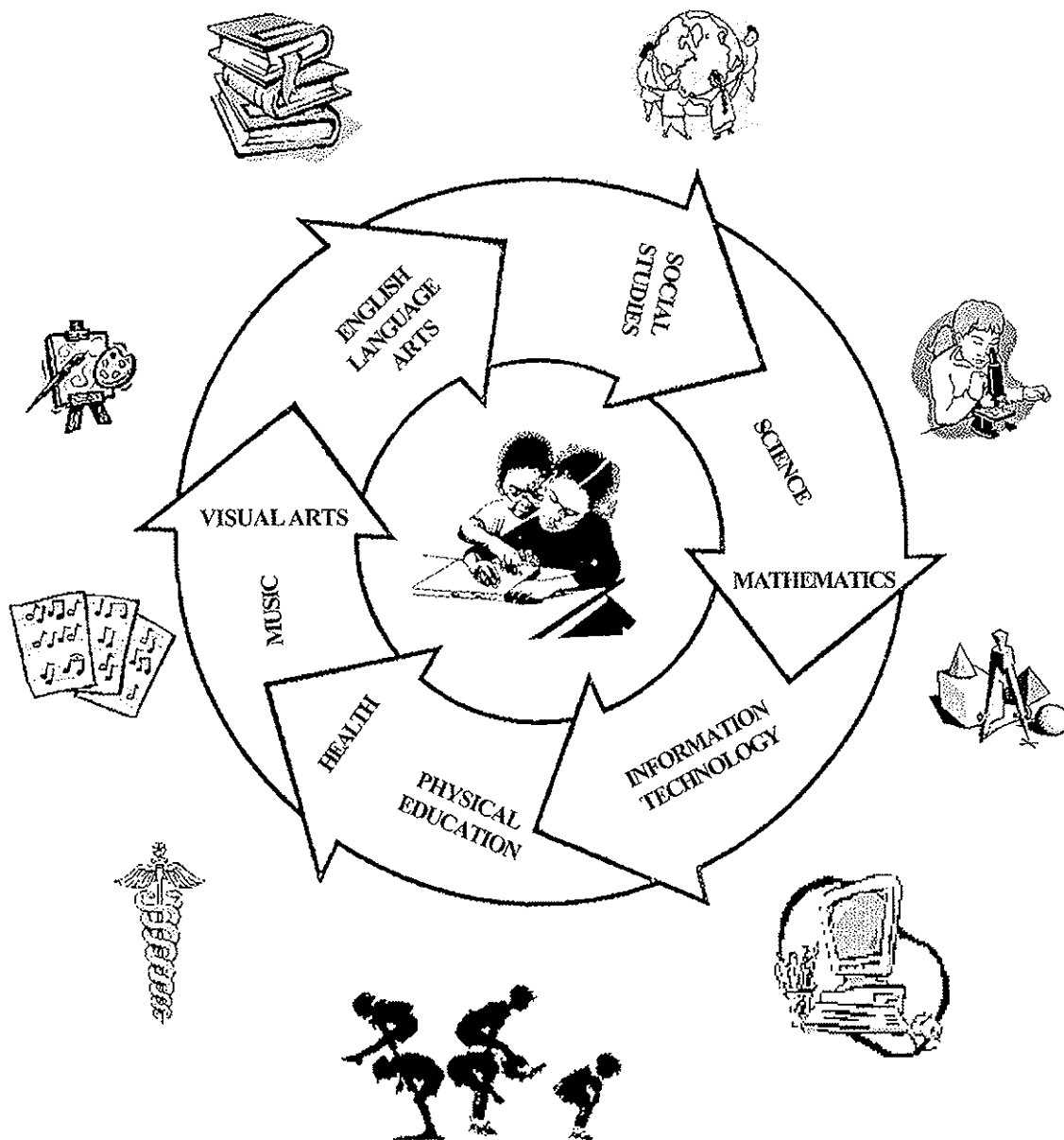
English Language Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x		x
		2.2	Competence		x	x	x	x	x	x
		2.3	Usage		x	x	x	x	x	x
		2.4	Audience		x	x	x	x	x	x
		2.5	Research		x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

A - Reading Strategies
 B - Comprehension
 C - Literature
 D - Writing Strategies

E - Writing Composition
 F - Speaking and Listening
 G - Processing Information and Mass Media



Module A

ENGLISH LANGUAGE ARTS

Module Title: Reading Strategies

Sequence Reference: P4 EL-A

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Performance Standards & Strand

Strategic Reading EL.P4.R

1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Meaning of Text/Reading Comprehension

- R1h** Identify important facts/details
- R1i** Compare/contrast within a text or one text to another
- R1j** Make connections and show how a text relates to something in real-life experience
- R1k** Note underlying themes or messages; identify main idea
- R1l** Make and support simple
- R1m** Inferences
- R1n** Summarize important and significant ideas in a text
- R1o** Draw conclusions
- R1p** Determine sequence of events
- R1q** Determine cause and effect

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- demonstrate an awareness of print
- apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words
- develop and extend vocabulary
- use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words
- read and hear texts read to them from a variety of genres
- listen to and discuss at least one chapter
- demonstrate the ability to read familiar text with speed, accuracy and expression
- use self-correction when subsequent reading indicates an earlier misreading
- read primary four text at a target rate of 120 words correct per minute
- use cues of punctuation to enhance meaning and fluency
- use pacing and intonation to convey meaning
- participate in book discussions regularly
- monitor their own reading recognizing when texts do not make sense

Performance Standards & Strand

Strategic Reading EL.P4.R

1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Word Analysis and Vocabulary

- R1a** Know meanings of word parts (prefixes, suffixes, roots)
- R1b** Use double meanings and multiple meanings of words
- R1c** Recognize high frequency words as they relate to other words synonyms/antonyms or which word is precise
- R1d** Use a variety of strategies to determine words in context
- R1e** Demonstrate understanding of the meaning of new words encountered in independent reading; compound words
- R1f** Recognize word meanings encountered in reading antonyms, synonyms, homonyms
- R1g** Demonstrate understanding of letter-sound relationships

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- print awareness
 - parts of book
 - correct spelling
 - paragraph features
 - parts of a newspaper
- phonological awareness/letter sound relations
 - prefixes, suffixes, root words, syllabication, context clues initial/medial/final sounds
 - constant digraphs
 - blends
 - diphthongs
 - long vowels
 - variant vowels
 - vowel/spelling patterns
- word identification
 - pronunciations
 - decoding
 - spelling patterns
 - compounds
 - inflectional endings
 - syllable patterns
 - irregular words
 - context clues
 - dictionary and glossary usage
 - experiential word study
- vocabulary development
 - word meaning
 - parts of speech
 - synonyms, antonyms, multi-meanings words, thesaurus and dictionary usage
 - glossary, table of contents, index
 - technology

Module Title: Reading Strategies	Sequence Reference: P4 EL-A
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
Teachers will enhance instruction by utilizing the following: • display word wall • read to children and with children daily • design cloze activities • language experience • buddy reading • choose an illustrated story without reading the words. - show class only the illustrations - encourage children to ask questions such as: what do you think this story is about? what do you think will happen next? how do you think the story will end? - read story to class - encourage students to read and predict new words by using the illustrations as clues - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment • shared reading • independent reading • guided reading • word study with emphasis on exploration of connections between words and regular spelling patterns • word webbing • semantic mapping • literature circles • reading aloud • interactive writing • language experience/shared writing • independent writing • guided writing • onset and rimes • oral segmentation • sound out the words • use context clues and picture clues • use the dictionary • create vocabulary riddles • oral blending • sound spelling • choral reading to model fluency • small group instruction/flexible grouping • reader's theatre	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal record • running records • taped oral reading • personal dictionary of new words • reading checklist • portfolios • student conferences • word list • mini-lessons • Performance assessment using rubrics • dictation • selection tests • pupil self-assessment • vocabulary tests • unit tests • journals and literacy logs

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word lists
- dictation
- selection tests
- module test
- end-of-year test

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- index cards
- overhead projector
- puppets
- Elmo machine
- Flash cards
- Felt boards
- Guided reading books
- Leveled libraries
- cassette tapes – tape recorders
- scissors
- markers
- indexes
- construction papers
- magazines
- sentence strips

References - Teacher:

System Wide Teacher's Ed. Scholastic

- Literacy Place Handbook
- Teacher's Edition G.1
- Guided Reading
- Wiggle Works

Suggested Supplementary References

- Developing Life-Long Readers – Margaret Mooney
- Guiding the Reading Process – David Booth
- Guided Reading – Irene C. Fountas & Pinnell
- The Literacy Map – J. Richard Gentry
- Word Matters – Irene G. Fountas & Pinnell

References - Student:

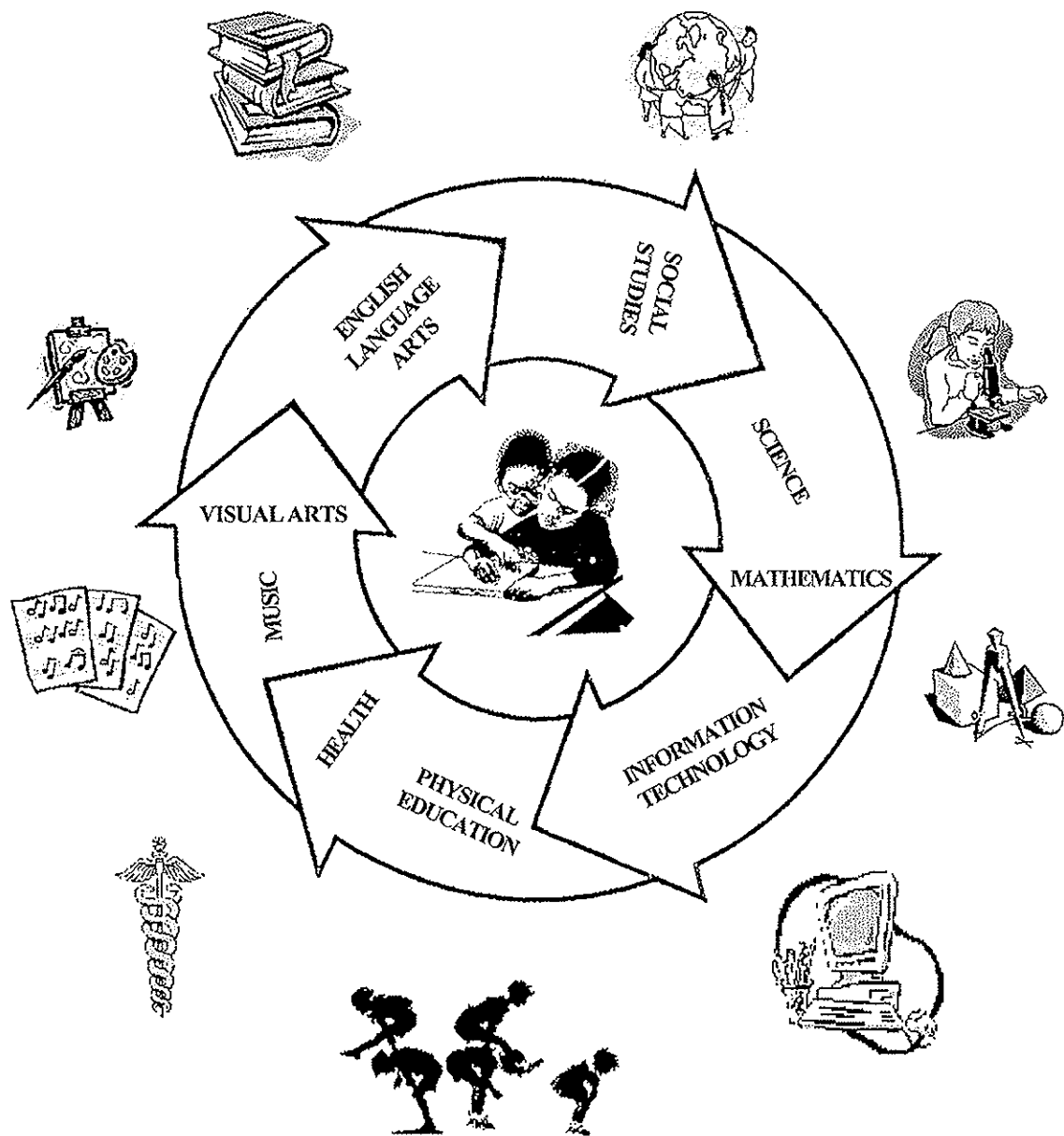
System Wide Student Text e.g.

Scholastic Guided Reading Books

Suggested Supplementary References

- Bank St. Readers
- Oxford Reading Tree – Oxford University Press
- Picture Dictionaries
- Sunshine – The Wright Group
- Story Basket
- The Story Box
- Wiggle Works
- Leveled books
- Classroom libraries sorted by theme, author and genre

Glossary:



Module B

ENGLISH LANGUAGE ARTS

Module Title: Comprehension

Sequence Reference: P4 EL-B

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Performance Standards & Strand

Comprehension of Informational Text (I)

1. The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes.
2. The student will demonstrate competence in the reading and use of documents and procedural text.
3. The students will demonstrate competence in the reading and use of persuasive text.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Expository

- I1a Use structure to retrieve information
- I1b Compare observations of author to their own observations
- I1c Identify purpose and main points
- I1d Distinguish fact from opinion
- I1e Use organizational structure to contribute to understanding text
- I1f Read and make connections to expository text about Bermudian culture/life
- I1g Identify important facts and details in informational text

Document and Procedural

- I2a Identify use of transitional words
- I2b Follow instructions and directions
- I2c Identify sequence of activities needed to carry out a procedure
- I2d Locate specific information

Suggested texts:

- Maps and charts
- How totexts
- Recipes
- Tables
- Instructions
- Directions

Persuasive

N/A

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- relate prior knowledge and personal experiences with a variety of text in order to construct meaning
- analyze story elements – plot, setting, character, etc.
- utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature
- read literary and informational texts and incorporate new words into oral and written language
- recognize and apply appropriate usage of homophones, homographs, antonyms and synonyms
- interpret information from illustrations, diagrams, charts, graphs and graphic organizers
- generate questions to improve comprehension
- use grade-appropriate words with multiple meanings
- make connections between text and/or personal experiences (e.g., text to text, text to self, text to world)
- infer meaning from what they are reading
- raise questions about what the author is stating
- explain motives of characters, discuss plot and setting
- compare one text to another
- describe in their own words what new information they gained from informational text

Module Title: Comprehension	Sequence Reference: P4 EL-B
Performance Standards & Strand	
Comprehension of Informational Text (I) - The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes. - The student will demonstrate competence in the reading and use of documents and procedural text. - The students will demonstrate competence in the reading and use of persuasive text.	
Assessment Indicators:	Curriculum Objectives & Content Detail:
The student will produce evidence that demonstrates understanding of: <u>Expository</u> I1a Use structure to retrieve information I1b Compare observations of author to their own observations I1c Identify purpose and main points I1d Distinguish fact from opinion I1e Use organizational structure to contribute to understanding text I1f Read and make connections to expository text about Bermudian culture/life I1g Identify important facts and details in informational text <u>Document and Procedural</u> I2a Identify use of transitional words I2b Follow instructions and directions I2c Identify sequence of activities needed to carry out a procedure I2d Locate specific information <i>Suggested texts:</i> • Maps and charts • How totexts • Recipes • Tables • Instructions • Directions <u>Persuasive</u> N/A	At the end of this module, students will: - establish purpose for reading - reference - makes predictions - compare and contrast - drawing conclusions - similarities and differences - recognizes character – - settings - problem - plot - theme - genre - mood - point of view- authors purpose - illustrations - dramatization - distinguishes fact and opinion - identifies and infers main idea - supporting detail - paraphrasing - summarizing text - questioning - identifies and infers cause and effect relationships - graphic organizers - makes judgments and inferences - self-monitors comprehension to clarify meaning - recalls explicit facts - uses titles, tale of contents, chapter headings to locate information quickly and accurately and to preview text - formulates and defends an opinion about a text - applies dictionary, thesaurus, and glossary skills to determine word meanings

Recommended Instructional Strategies:

Teachers will enhance instruction by utilizing the following:

- display word wall
- read to children and with children
- design cloze activities
- language experience
- buddy reading
- choose an illustrated story without reading the words.
 - show class only the illustrations
 - encourage children to ask questions such as: what do you think this story is about? what do you think will happen next? how do you think the story will end?
 - read story to class
 - encourage students to read and predict new words by using the illustrations as clues
 - have students choose materials to read, view or listen to. provide a wide range of materials so that students experience a print rich environment
- shared reading
- independent reading
- literature circles
- reading aloud
- K-W-L
- Story mapping
- Character maps
- Graphs
- Main idea table
- 5W chart
- Group discussions
- Time-line
- Cooperative grouping
- Response journals
- Guided reading
- Oral reporting reading logs
- Reader's circle
- Mime
- Reader's theatre
- Jigsawing
- Using photographs and pictures
- Photo-essays
- use context clues and picture clues
- use the dictionary
- create vocabulary riddles
- oral blending
- sound spelling
- choral reading to model fluency
- small group instruction/flexible grouping
- reader's theatre

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- anecdotal record
- running records
- taped oral reading
- personal dictionary of new words
- reading checklist
- portfolios
- student conferences
- word list
- mini-lessons
- Performance assessment using rubrics
- Rubrics
- Open-ended checklists
- Journals and literacy logs
- dictation
- selection tests
- informal checklists
- pupil self-assessment
- forms and checklists
- unit tests
- vocabulary tests

Module Title: Comprehension

Sequence Reference: P4 EL-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word lists
- dictation
- selection tests
- module test
- end-of-year test

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- index cards
- overhead projector
- puppets
- Elmo machine
- Internet
- Camera
- cassette tapes – tape recorders
- scissors
- markers
- travel guides
- brochures
- bus schedules
- newspapers
- construction papers
- magazines
- sentence strips
- magazines
- menus
- posters
- maps

References - Teacher:

System Wide Teacher's Ed. Scholastic

- Literacy Place Handbook
- Teacher's Edition G.1
- Guided Reading
- Wiggle Works

Suggested Supplementary References

- Developing Life-Long Readers – Margaret Mooney
- Guiding the Reading Process – David Booth
- Guided Reading – Irene C. Fountas & Pinnell
- The Literacy Map – J. Richard Gentry
- Word Matters – Irene G. Fountas & Pinnell

References - Student:

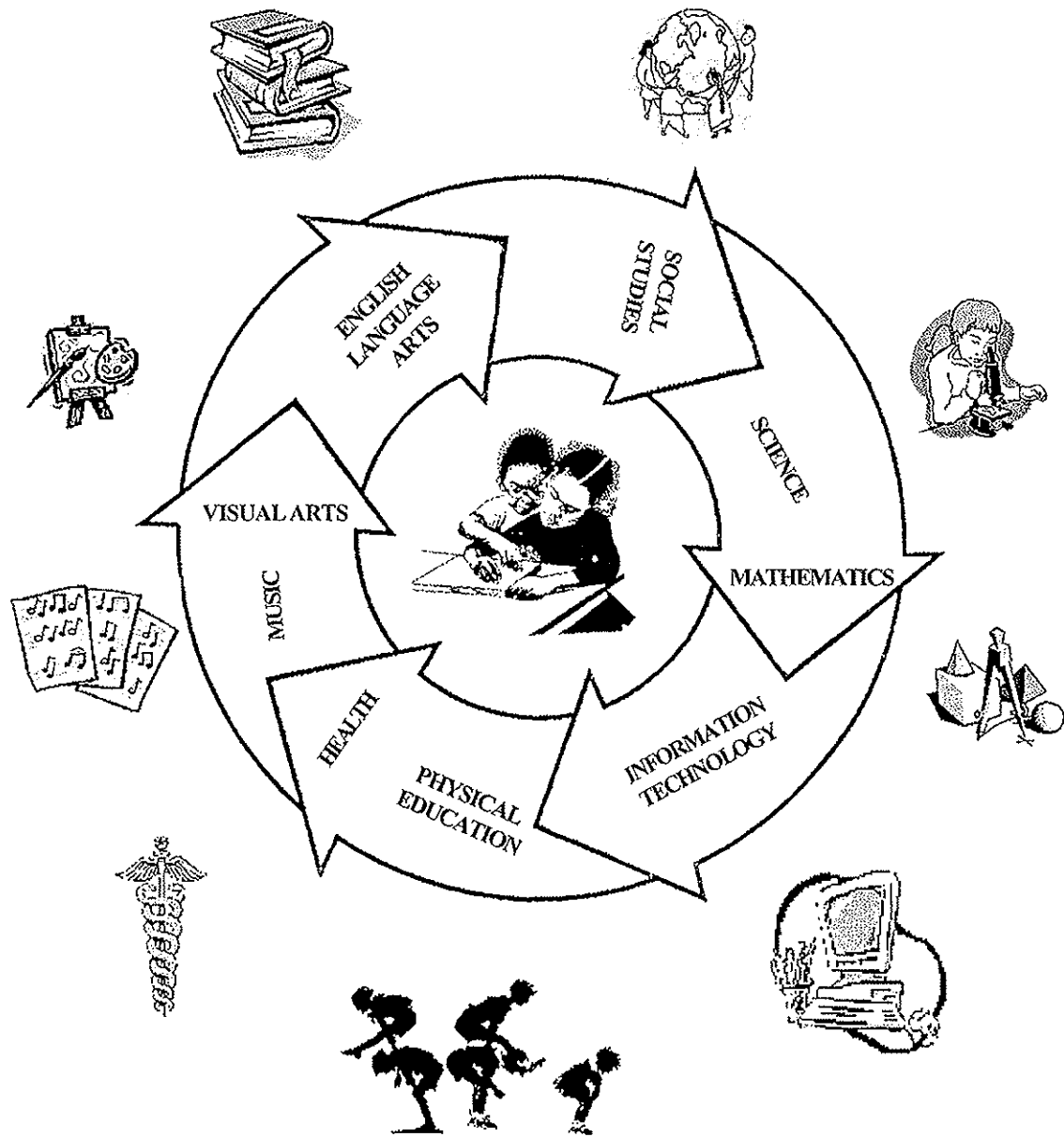
System Wide Student Text e.g.

Scholastic Guided Reading Books

Suggested Supplementary References

- Bank St. Readers
- Oxford Reading Tree – Oxford University Press
- Dictionaries
- Sunshine – The Wright Group
- Story Basket
- The Story Box
- Wiggle Works
- Leveled books
- Classroom libraries sorted by theme, author and genre

Glossary:



Module C

ENGLISH LANGUAGE ARTS

Module Title: Literature

Sequence Reference: P4 EL-C

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Performance Standards & Strand

Comprehension of Literary EL.P4.L

1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Literary Elements and Devices

- L1a Identify the author's purpose
- L1b Identify from whose point of view a story is being told
- L1c Identify the main character's motive
- L1d Explain a character's traits
- L1e Summarize the plot of a story
- L1f Identify the conflict and resolution of a story
- L1g Determine the main idea or message of a literary text
- L1h Identify simple literary devices (e.g., simile, personification, sensory words)

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- read, listen to and respond to a variety of literature
- read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures.
- discuss underlying themes or messages when interpreting fiction
- examine reasons for character's actions and motives
- compare works by different authors in the same genre
- identify the meaning of common idioms and figurative phrases
- identify and infer meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly)
- capture meaning from figurative language

Module Title: Literature

Sequence Reference: P4 EL-C

Performance Standards & Strand

Comprehension of Literary EL.P4.L

1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Characteristics of Various Genre

- L2a** Identify the similarities and differences among a story, poem, and play
- L2b** Read and understand a variety of literature representative of various genres. (Fiction, Non-fiction, Poetry)

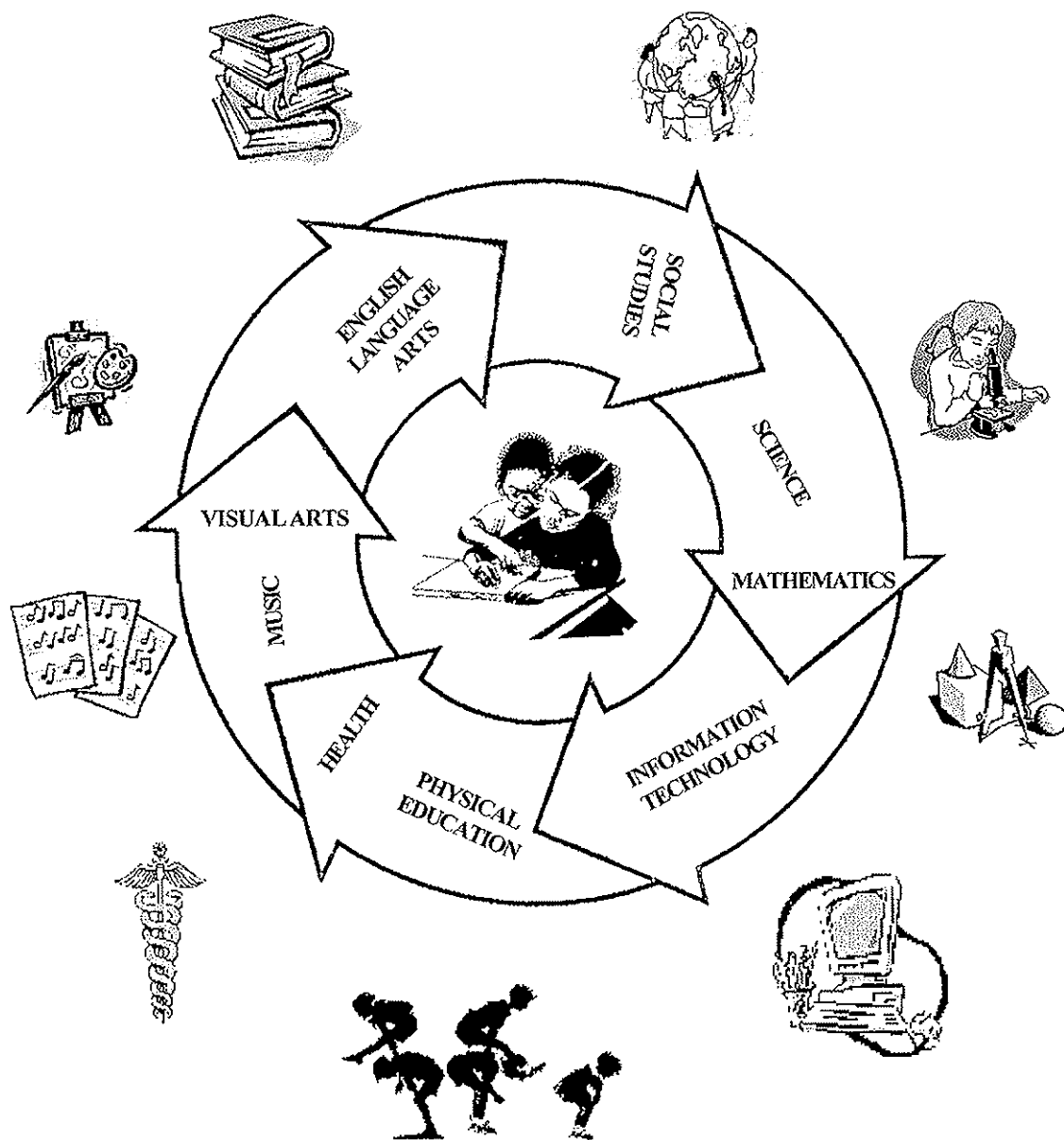
Curriculum Objectives & Content Detail:

At the end of this module, students will:

- text types and structures
 - comic strips, diaries
 - interviews, reading for purpose
 - magazine articles, T.V. scripts
 - choral reading, journals
 - brochures, narratives
 - story structure
 - folk tales
 - choral and silent reading
- genre:
 - fiction
 - poetry
 - fables
 - legends
 - myths
 - tales
- literary terms:
 - simile
 - metaphor
 - personification
 - figurative language
 - imagery
 - foreshadowing
- illustrations
- culture:
 - character
 - customs
 - languages
- compare and contrast sequencing

Module Title: Literature	Sequence Reference: P4 EL-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
Teachers will enhance instruction by utilizing the following: • display word wall • read to children and with children • design cloze activities • language experience • buddy reading • 5W charts • Think-pair-share • Character maps • Venn diagrams • Drama • Illustrations • Cooperative groups • Response journals • Reading logs • Mime • Group discussions • Book reviews • Genre charts • Debates • Audio/visual presentations • shared reading • independent reading • literature circles • modeling • puppetry • book talks • reading aloud • interactive writing • language experience/shared writing • independent writing • guided writing • sound out the words • use context clues and picture clues • use the dictionary • sound spelling • choral reading to model fluency • small group instruction/flexible grouping • reader's theatre	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • Observations • Story retelling • Response journals • Written reports • Oral reports • Graphic organizers • Story maps • Open-ended responses • Multiple choice questions • Self, peer, teacher evaluation • Assess prior knowledge • Literacy logs • anecdotal record • running records • taped oral reading • personal dictionary of new words • reading checklist • portfolios • student conferences • word list • mini-lessons • rubrics • dictation • selection tests • pupil self-assessment • spelling tests • vocabulary tests • placement tests

Module Title: Literature	Sequence Reference: P4 EL-C
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • running records • word lists • dictation • selection tests • projects • portfolios • module test • oral and written reports • end-of-year test	
Special Resources:	
(materials, equipment & community involvement)	
• chart paper & stand • index cards • overhead projector • puppets • Elmo machine • Internet • cassette tapes – tape recorders • scissors • markers - library center - puppets - author's chair • construction papers • magazines • sentence strips	
References - Teacher:	References - Student:
System Wide Teacher's Ed. Scholastic • Literacy Place Handbook • Teacher's Edition G.1 • Guided Reading • Wiggle Works Suggested Supplementary References • <u>Developing Life-Long Readers</u> – Margaret Mooney • <u>Guiding the Reading Process</u> – David Booth • <u>Guided Reading</u> – Irene C. Fountas & Pinnell • <u>The Literacy Map</u> – J. Richard Gentry • <u>Word Matters</u> – Irene G. Fountas & Pinnell • <u>Around the Reading Workshop in 180 days</u>- Frank Serafini with Suzette Serafini-Youngs	System Wide Student Text e.g. Scholastic Guided Reading Books Suggested Supplementary References • Variety of trade books, magazines • Oxford Reading Tree – Oxford University Press • Dictionaries • Encyclopedia • Sunshine – The Wright Group • Bermuda Public library • Leveled books • Classroom libraries sorted by theme, author and genre
Glossary:	



Module D

ENGLISH LANGUAGE ARTS

Module Title: Writing Strategies

Sequence Reference: P4 EL-D

Time allotted: Writing Workshop 1 hour

PHASE A			PHASE B			
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Performance Standards & Strand

Language Usage EL.P4.U

1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Grammar and Conventions of Standard English Language

- U1a** Capitalize Proper Nouns, Titles of people, Titles of Books, Letter parts, first word in sentence
- U1b** Punctuate using periods, question marks, exclamation marks
- U1c** Punctuate using periods with abbreviations
- U1d** Punctuate using apostrophes with contractions and possessives
- U1e** Punctuate with commas with items in a series, in an address, in a compound sentence
- U1f** Use quotation marks and comma with dialogue
- U1g** Use subject-verb agreement with simple subject
- U1h** Use appropriate tenses including present, past and future
- U1i** Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs)
- U1j** Use spelling correctly in patterns and words

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- engage in the writing process
- use appropriate convention of print, grammar, and spelling to convey ideas
- generate and expand writing vocabulary
- orient and engage the reader's interest
- use precise detail and appropriate word choice
- provide pacing
- create a sequence of events that unfolds naturally
- develop plot, include descriptive details, dialogue and other story strategies
- provide a sense of closure
- incorporate common idioms and figurative phrases into written language
- use organizational patterns (e.g. chronological order, paragraphing, etc.)
- begin to develop characters through action and dialogue
- solicit and provide responses to writing
- include relevant facts, details, anecdotes and examples related to text
- identify and use increasingly complex sentence structure
- distinguish between complete and incomplete sentences
- use the dictionary and thesaurus to support word choices
- use appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks) at the end of the sentence (declarative, interrogative, exclamatory, imperative and simple and compound sentences)
- pre-writing activities:
 - brainstorming
 - organizational planning (i.e. Venn Diagrams, outlines, webbing, listening to stories, whole class and group discussions, etc.)
 - drafting; revising; editing and proof-reading; final draft

Performance Standards & Strand

Language Usage EL.P4.U

1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Grammar and Conventions of Standard English Language

- U1a** Capitalize Proper Nouns, Titles of people, Titles of Books, Letter parts, first word in sentence
- U1b** Punctuate using periods, question marks, exclamation marks
- U1c** Punctuate using periods with abbreviations
- U1d** Punctuate using apostrophes with contractions and possessives
- U1e** Punctuate with commas with items in a series, in an address, in a compound sentence
- U1f** Use quotation marks and comma with dialogue
- U1g** Use subject-verb agreement with simple subject
- U1h** Use appropriate tenses including present, past and future
- U1i** Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs)
- U1j** Use spelling correctly in patterns and words

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- publish
- conventions to print/gramma
- D'Nealian cursive handwriting
- capitalization of proper nouns
- the pronoun 'I'; first word in a sentence
- initials; dates; book titles
- salutation and complimentary
- close of a letter, quotation marks in dialogue
- apostrophes in contractions and possessives
- abbreviations
- commas in dates, series, between parish and island, city and state, salutation, complimentary close of a friendly letter
- indenting a paragraph; noun verb agreement;
- subject and object usage; regular and irregular plurals
- regular verb endings; compound words comparatives/superlatives
- consider audience, genre, purpose length appropriate to task
- use transition words and phrases
- use specific sensory details to enhance descriptive effect
- spelling
 - high frequency words, blends
 - CVC (consonant, vowel, consonant)
 - CVC silent e, one syllable with blends
 - inflectional endings, plurals, verb tenses
 - short vowels, long vowels
 - letter combinations such as au, al, oi, ou
 - controlled vowels (au, ea, ee)
 - contractions, prefixes
 - synonyms, antonyms, homonyms, metaphors, similes
 - idioms, multiple meanings, parts of speech
 - experiential vocabulary, current events
 - media generated vocabulary
 - frequently misspelled words
 - syllabication

Module Title: Writing Strategies	Sequence Reference: P4 EL-D
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
<u>writing process</u> • write for and with children • foster writing experiences (independent writing) • journal writing • writing workshops • peer revisions • conferencing • graphic organizers • editing checklists • author's chair • publishing class books • scaffolding • utilize T.A.P. in drafts • writer's notebook • shared writing • interactive writing • guided writing • independent writing • creating signs • making mapping roving conferences • sharing time • peer consultation • mini-lessons • scheduled conferences	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • writing rubrics (see appendix) • spelling tests • portfolios • anecdotal records from writing conferences • self reflections • B.E.A.P. rubric • conference notes • formation of letters, legibility • diagnostic, narrative writing sample (beginning and end of the year) <u>Informal Assessment</u> • observations • performance assessment using rubrics • portfolios • self and peer assessment • journals and literacy logs • conferences • teacher self-assessment • forms and checklists <u>Formal Assessment</u> • unit tests • end of year tests • vocabulary tests • spelling tests • placement tests • using the results to determine mastery further instructional strategies

Module Title: Writing Strategies

Sequence Reference: P4 EL-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- module tests end of year tests
- system-wide assessment e.g. K.T.E.A. Terra Nova and Bermuda Supplement

Special Resources:

(materials, equipment & community involvement)

- black and white board
- chalk
- markers
- T.V./VCR
- self-made books
- chart paper and easel
- graphic organizers
- computer and hardware software

References - Teacher:

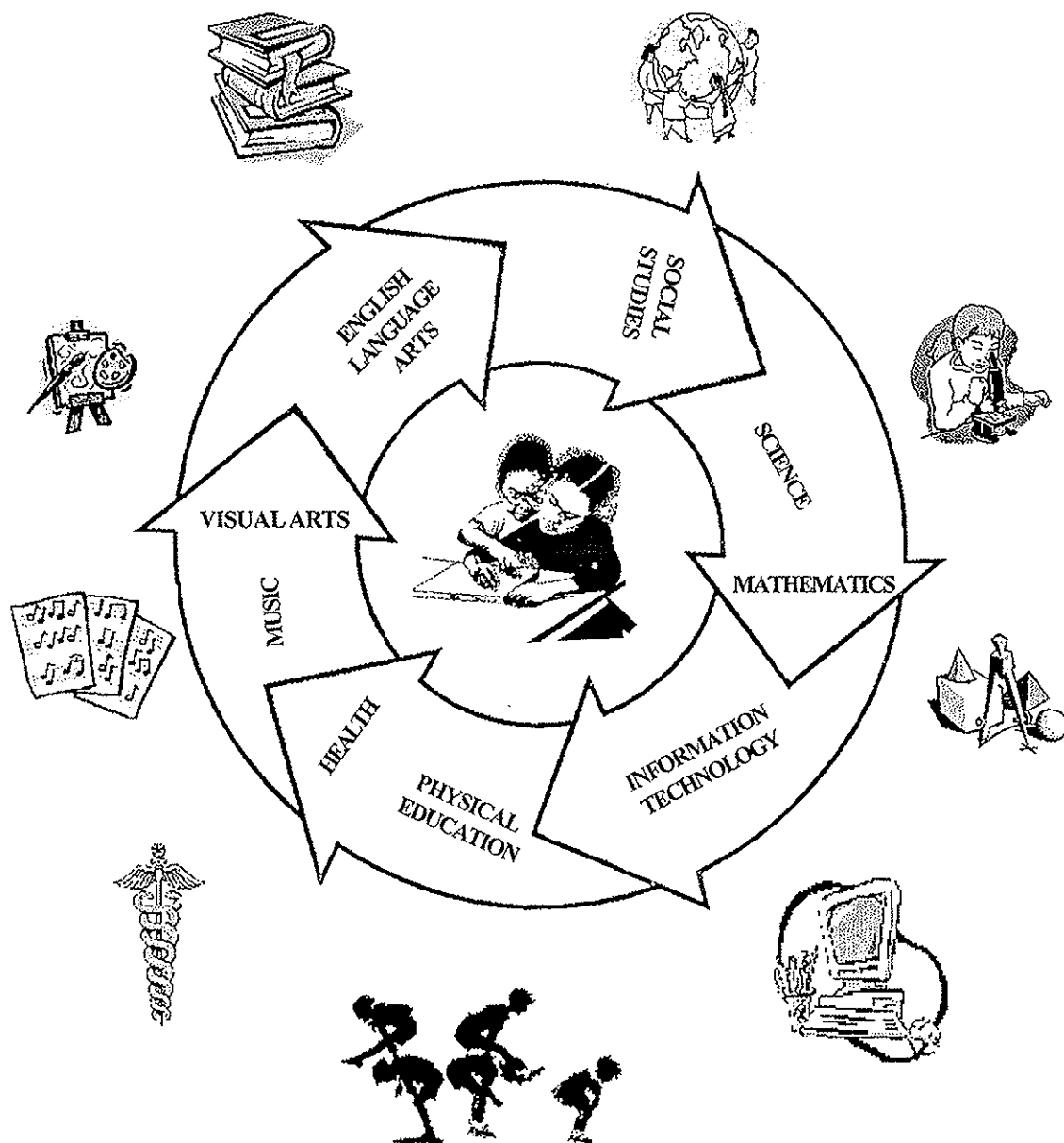
- Bermuda Language Arts Standards binder Sept. 2002
System-wide text Teacher's edition e.g. Literary Place and related resources
- Dancing with the Pen
 - The Art of Teaching Writing
 - Creating Classrooms for Authors
 - Writers Workshop-software
 - Teaching Writing- A workshop approach – Scholastic
 - Read! Write! and Publish!
 - Teaching Spelling, Faye Bolton and Diane Snowball
 - Spelling Instruction that makes sense Jophenix/Doreen Scott-Dunne
 - Joan Clemmons and Lois Lasse, Language Arts Mini Lessons
 - D'Nealian cursive wall chart/banner

References - Student:

- System-wide test e.g. Scholastic Literacy Place
Suggested supplemental references
- dictionaries
 - thesaurus
 - internet
 - encyclopedia
 - computer software and hardware of a variety of books
 - The Kid's Guide to Good Grammar
 - cursive alphabet wall chart/banner, individual sheets
 - wall of words

Glossary:

- K.T.E.A.: Kauffman Test for Learning Support Provision
- Scaffolding: the process of supporting students in any aspect of reading and writing. This may include questioning, modelling, etc.
- B.E.A.P. – Bermuda Education Assessment Program
- T.A.P. – Topic Audience Plan – included with first draft



Module E

ENGLISH LANGUAGE ARTS

Module Title: Writing Composition

Sequence Reference: P4 EL-E

Time allotted: Writing Workshop 1 hour

PHASE A			PHASE B			
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Performance Standards & Strand

Writing W EL.P4.W

- The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Compose Writing

- W1a Compose a short story that has character(s), setting, plot, and movement through time and change
- W1b Create a sequence of events
- W1c Develop a plot using appropriate strategies (e.g., elaboration of details, suspense, emotions of characters)
- W1d Create organizational structure appropriate to a short story
- W1e Provide a sense of closure to the story

At the end of this module, students will:

create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes

- produce narrative accounts
- write procedural pieces where students learn how to do something (expository writing)
- write stories, songs, memoirs, poetry and plays
- produce and respond to literature, formulate an opinion, support a judgment
- build on the thread of a story by extending or changing the story line
- support an interpretation by making specific references to the text
- go beyond retelling (vague)
- compare two works by an author
- write a persuasive piece that states a clear position
- write a report
- extend, respond, critique a story
- use transition words
- connect text to those that have been read aloud and use language and concepts from these texts in writing
- connect writing to authentic experiences and meaning
- give conscious attention to word choice and the communication of meaning
- use appropriate narrative strategies such as dialogue, tension or suspense

Performance Standards & Strand

Writing W EL.P4.W

1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Compose Writing

- W1a** Compose a short story that has character(s), setting, plot, and movement through time and change
- W1b** Create a sequence of events
- W1c** Develop a plot using appropriate strategies (e.g., elaboration of details, suspense, emotions of characters)
- W1d** Create organizational structure appropriate to a short story
- W1e** Provide a sense of closure to the story

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- generate ideas
- develop drafts
- revise and edit drafts
- write from dictated instruction

Kinds of Writing

- writing to predict, to reflect
- writing to inform, to describe
- writing to influence, to entertain
- writing for enjoyment
- proof-reading
- selecting and using reference materials and resources for writing

Forms of Writing

- journals, picture books, stories
- letters etc. , poetry
- expository writing
- community competitions
- publishes by presenting edited pieces of writing to others
- feature articles
- memoirs, narrative
- short story, responses to literature
- procedural writing, report writing

Module Title: Writing Composition	Sequence Reference: P4 EL-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modeling • shared writing • independent writing • interactive writing • computer graphics • graphic organizers • peer coaching • journal writing • conferencing • publishing individual and class books • author's chair • cooperative grouping • speech delivery • dramatization • power point presentation • intergenerational writing • story telling • experiential activities (field trips, cooking, etc.) • writer's notebook • retelling • create curriculum calendar for the year • create units of study	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • questioning • observing writing rubrics • portfolios • test • conferencing • self-reflection <u>Informal Assessment</u> • observations • performance assessment using rubrics • portfolios • self and peer assessment • journals and literacy logs • conferences • teacher self-assessment • forms and checklists <u>Formal Assessment</u> • unit tests • end of year tests • vocabulary tests • spelling tests • placement tests • using the results to determine mastery further instructional strategies

Module Title: Writing Composition

Sequence Reference: P4 EL-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- system-wide writing assessment (e.g. B.E.A.P. test)
- module test
- portfolios
- end of the year tests

Special Resources:

(materials, equipment & community involvement)

- variety of paper
- variety of books
- overhead projector
- T.V./VCR
- senior citizens
- Elmo machine
- writing tools
- pictures
- internet
- computer hardware and software

References - Teacher:

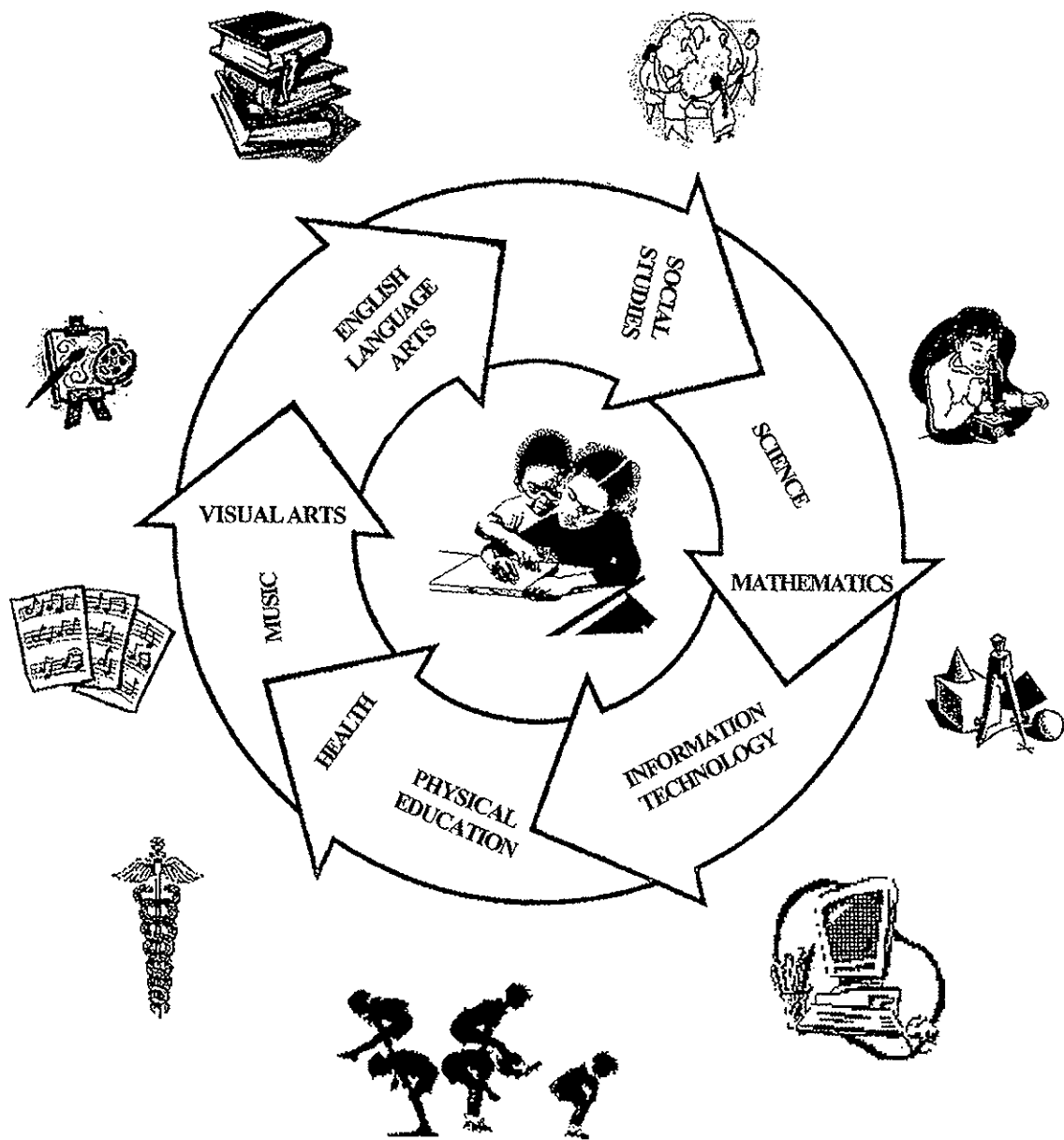
- Writers Workshop Resources
- System-wide text Teacher's Ed. e.g. Literacy Place
- refer to Writing Strategies Module for detailed references
- Teaching Poetry, Jacqueline Sweeney
- Establishing Writer's Workshop Book – NCEE
- Art of Teaching Writing – Lucy Caklins
- Wondrous Words – Katie Wood Ray
- Speaking of Journals- Paula W. Graham

References - Student:

- System-wide text student edition e.g. Literacy Place
- refer to Writing Strategies Module for detailed references
- Bermuda library
- Classroom libraries

Glossary:

Intergenerational Writing Buddies: Seniors or other age groups that work with a specific group of students



Module F

ENGLISH LANGUAGE ARTS

Module Title: Speaking and Listening

Sequence Reference: P4 EL-F

Time allotted: 40 min/wk

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.2 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- speak for a variety of audiences and purposes and respond appropriately
- listen for a variety of purposes and appreciate the diversity of language
- recall, interpret, and summarize information presented orally
- use oral language for different purposes: to inform, persuade, or entertain
- listen to and views a variety of media to acquire information
- incorporate common idioms and figurative phrases in oral language

- purpose
 - discussions, persuading, questioning, problem solving, sharing ideas, sharing stories, critiquing dramatics, retelling and story, choral reading, language and oral traditions, comprehending, interpreting, analyzing, evaluating, responding, gathering information, demonstrating correct body posture, anticipating outcome (predicting) making judgments, inferencing
- speaking skills
 - attention to content detail, volume and pitch, tone, rate of speaking, proper grammar, eye contact, extend vocabulary, turn taking
- responses
 - paraphrasing, extending vocabulary, clarifying, summarizing, critiquing, following directions, organizing facts, analyzing information, evaluating information, interpreting information, making decisions, questioning/answering, drawing conclusions
- listening skills
 - correct posture
 - eye contact
 - proper body language
 - sensory images
 - differentiating fact and fantasy
- diversity of language
 - cultural appreciation
 - colloquialism
 - foreign words and phrases
 - dialect

Module Title: Speaking and Listening

Sequence Reference: P4 EL-F

Recommended Instructional Strategies:

- modelling
- role playing
- tape/video recording
- share various forms of genre
- presenting plays & skits, projects, oral reports etc.
- elocution
- class discussion
- reader's theatre
- book sharing e.g. book reports
- listening centre
- peer conferencing
- teacher conferencing
- think-pair-share
- interactive CD-ROM
- K-W-L
- literature circles
- puppetry
- listening centres
- reads aloud
- class meetings
- oral reports
- projects
- skits
- presenting plays
- book talks
- retelling
- echo reading
- cross curricula activities

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observation
- speaking checklists
- speaking rubrics
- presentations analysis and evaluation
- dictation
- giving instructions/directions
- explaining a process
- dictation
- cross curricula assessment

Informal Assessment

- observations
- performance assessment using rubrics
- portfolios
- self and peer assessment
- journals and literacy logs
- conferences
- teacher self-assessment
- forms and checklists

Formal Assessment

- unit tests
- end of year tests
- vocabulary tests
- spelling tests
- placement tests
- using the results to determine mastery further instructional strategies

Module Title: Speaking and Listening

Sequence Reference: P4 EL-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- performance based module test

Special Resources:

(materials, equipment & community involvement)

- | | | |
|---|----------------------|----------------------|
| • tape recorder | • VCR/Videos | • computer hardware |
| • computer software | • CD player | • puppets |
| • props | • magazine | • paper |
| • variety of books | • PA system | • community speakers |
| • Newspapers in Education | • field trips | |
| • community involvement | • community speakers | |
| (e.g. Spring into the Arts, circle time | Elmo machine | |
| plays, assemblies etc.) | | |

References - Teacher:

System-wide Teacher's Edition of Text e.g. Literacy Place

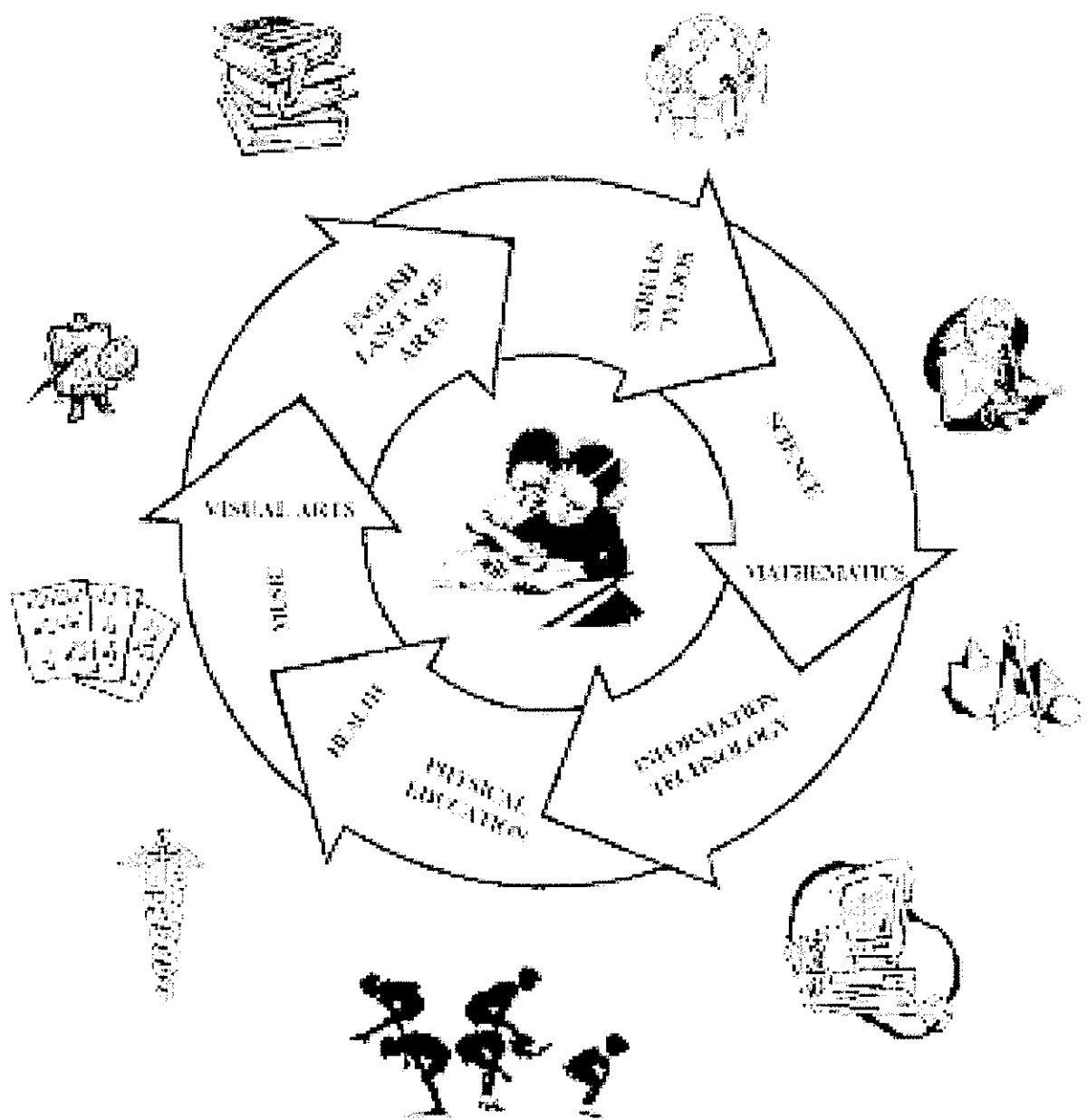
- The Child as Critic - Glenna Davis Sloan
- Oh Gawd, I Vish Dis I g'rance Vud Stop - Frith
- Skills for Growing
- Literacy - by David Cooper
- The story-teller's start up book - by McDonald
- Teaching Poetry
- Respecting our Differences – L. Duval
- New Performance Standards
- Bermuda Public Education Language Arts Standards (2002)

References - Student:

- Smart Place CD-ROMS
- Talking books
- Earphones
- Meeting the Mentor Videos
- Story tapes
- Book/video tape sets/DVD/cassette tapes

Glossary:

- | | |
|---------------------|---|
| • Dramatics: | singing, acting, dancing, miming |
| • Colloquialism: | the use of informal or familiar language common to a culture |
| • Elocution: | the art or style of expressive speaking |
| • Reader's theatre: | a form of response in which children turn a story into a play |



Module G

ENGLISH LANGUAGE ARTS

Module Title: Processing Information and Mass Media

Sequence Reference: P4 EL-G

Time allotted: 40 min/wk

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.1 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- conduct research on academic and personal interests
- demonstrate competencies in the basic use of print and non-print media
- critically analyze and evaluate non-print texts to apply them to problem solving and personal understanding.
- utilize multi-media to communicate and create print and non-print text

print:

- research skills
- paraphrasing
- note taking
- data organization
- graphic interpretation

non-print:

- multimedia equipment, photo essay
- T.V. and VCR, tape recorder, word processing
- computer, internet, email, calculator utilization

library skills:

- card catalogue, accessing
- data analyses
- data critiquing
 - accurate or inaccurate, relevant or irrelevant
 - appropriate or inappropriate, fact or opinion
 - bias, point of view

print:

- reports, models, creation of radio show, recipes
- stories, letters, illustrations, greeting cards, posters

non-print:

- taped interviews, overhead presentation
- photo essays, email messages, milestone chart

Module Title: Processing Information and Mass Media

Sequence Reference: P4 EL-G

Recommended Instructional Strategies:

- brainstorming
- cooperative grouping
- interest grouping
- computer sessions
- games and tournaments
- think-pair-share
- K-W-L
- retrieving information
- interviewing
- model formats
- field trips
- cross curricula activities
- listening and viewing television, radio and film productions
- making informed judgments about media
- research questions
- charting
- data handling – interpret data using appropriate language
- display data in a variety of forms
- make inferences to solve problems in a variety of ways (refer to mathematics curricula)

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- scoring guides
- portfolios
- peer assessment
- self evaluation
- rubrics
- checklists
- cross curricula assessment
- oral reports
- written reports
- weekly logs

Module Title: Processing Information and Mass Media

Sequence Reference: P4 EL-G

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- oral performance
- exhibitions
- portfolio
- student teacher conferences
- peer evaluation

Special Resources:

(materials, equipment & community involvement)

- | | | |
|------------------------------|----------------|--------------------|
| • binders | • paper | • cameras |
| • folders | • libraries | • archives |
| • overhead projector screens | • markers | • references books |
| • VCR | • CD players | • thermal copier |
| • senior citizens | • chart easels | • computers |
| • bulletin boards | • laminator | • camcorder |
| • word processor | • museum | • zoos etc. |
| • Elmo machine | | |

References - Teacher:

System-wide Teacher's Edition. e.g. Literacy Place Gr. 3

- suggested supplementary references:
 - encyclopedia, references books
 - internet, journals, magazines
 - periodicals
 - newspapers
 - computer software
 - almanacs

References - Student:

System-wide students texts e.g. Literacy Place Gr. 3

- suggested supplementary references:
 - dictionaries
 - encyclopedia
 - internet
 - computer software
 - magazines
 - almanacs

Glossary:

- Photo essay: a book or article containing many photos about a subject

**PRIMARY FOUR (P4) ENGLISH LANGUAGE ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. READING STRATEGIES ☐ demonstrate an awareness of print ☐ apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words ☐ develop and extend vocabulary ☐ use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words ☐ read and hear texts read to them from a variety of genres ☐ listen to and discuss at least one chapter ☐ demonstrate the ability to read familiar text with speed, accuracy and expression ☐ use self-correction when subsequent reading indicates an earlier misreading ☐ read primary four text at a target rate of 120 words correct per minute ☐ use cues of punctuation to enhance meaning and fluency ☐ use pacing and intonation to convey meaning ☐ participate in book discussions regularly ☐ monitor their own reading recognizing when texts do not make sense			B. COMPREHENSION ☐ relate prior knowledge and personal experiences with a variety of text in order to construct meaning ☐ analyze story elements – plot, setting, character, etc. ☐ utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature ☐ read literary and informational texts and incorporate new words into oral and written language ☐ recognize and apply appropriate usage of homophones, homographs, antonyms and synonyms ☐ interpret information from illustrations, diagrams, charts, graphs and graphic organizers ☐ generate questions to improve comprehension ☐ use grade-appropriate words with multiple meanings ☐ make connections between text and/or personal experiences (e.g., text to text, text to self, text to world) ☐ infer meaning from what they are reading ☐ raise questions about what the author is stating ☐ explain motives of characters, discuss plot and setting ☐ compare one text to another ☐ describe in their own words what new information they gained from informational text		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
C. LITERATURE ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classic literature that represents a diversity of authors, illustrators and cultures. ☐ discuss underlying themes or messages when interpreting fiction ☐ examine reasons for character's actions and motives ☐ compare works by different authors in the same genre ☐ identify the meaning of common idioms and figurative phrases ☐ identify and infer meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly) ☐ capture meaning from figurative language D. WRITING STRATEGIES ☐ engage in the writing process ☐ use appropriate convention of print, grammar, and spelling to convey ideas ☐ generate and expand writing vocabulary ☐ orient and engage the reader's interest ☐ use precise detail and appropriate word choice ☐ provide pacing ☐ create a sequence of events that unfolds naturally ☐ develop plot, include descriptive details, dialogue and other story strategies ☐ provide a sense of closure ☐ incorporate common idioms and figurative phrases into written language			D. WRITING STRATEGIES (Cont'd) ☐ use organizational patterns (e.g. chronological order, paragraphing, etc.) ☐ begin to develop characters through action and dialogue ☐ solicit and provide responses to writing ☐ include relevant facts, details, anecdotes and examples related to text ☐ identify and use increasingly complex sentence structure ☐ distinguish between complete and incomplete sentences ☐ use the dictionary and thesaurus to support word choices ☐ use appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks) at the end of the sentence (declarative, interrogative, exclamatory, imperative and simple and compound sentences) ☐ use commas in dates, series, between parish and island, city and state, salutation, complimentary close of a friendly letter ☐ indent a paragraph ☐ consider audience, genre, purpose, length appropriate to task ☐ use transition words and phrases ☐ use specific sensory details to enhance descriptive effect		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. WRITING COMPOSITION ☐ create texts collaboratively and independently utilizing a variety of forms for a wide range of audiences and purposes ☐ produce narrative accounts ☐ write procedural pieces where students learn how to do something (expository writing) ☐ write stories, songs, memoirs, poetry and plays ☐ produce and respond to literature, formulate an opinion, support a judgment ☐ build on the thread of a story by extending or changing the story line ☐ connect text to those that have been read aloud and use language and concepts from these texts in writing ☐ connect writing to authentic experiences and meaning ☐ give conscious attention to word choice and the communication of meaning ☐ use appropriate narrative strategies such as dialogue, tension or suspense			G. PROCESSING INFORMATION AND MASS MEDIA ☐ conduct research on academic and personal interests ☐ demonstrate competencies in the basic use of print and non-print media ☐ critically analyze and evaluate non-print texts to apply them to problem solving and personal understanding. ☐ utilize multi-media to communicate and create print and non-print text		
F. SPEAKING AND LISTENING ☐ speak for a variety of audiences and purposes and respond appropriately ☐ listen for a variety of purposes and appreciate the diversity of language ☐ recall, interpret, and summarize information presented orally					

Primary School Curriculum

English Language Arts– P5

Department of Education
Bermuda
2006



**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: English Language Arts

Subject Code: P5 EL

Time Allotted: 450 min/wk

RATIONALE

Language is fundamental to all aspects of thinking, communicating, and learning. It is the foundation upon which all other subjects are built. The proper development of language at the preschool and primary levels facilitates learning, which occurs at the Middle School and Senior School.

The Preschool/Primary English Language Arts Curriculum provides students with the opportunity to explore the various components of language: - reading, writing, listening, speaking, viewing and thinking. It equips them with literary and communication skills allowing them greater ability to function in our society. Teachers use various methods to present the curriculum. Literacy skills are taught in several content areas using thematic units. They emphasize the use of current technology in written and oral communication. As a result, students will be encouraged to become life-long learners.

PRIMARY FIVE (P5) REQUIREMENTS

The requirements for this level are as follows:

Performance Assessment - oral reading - oral presentation - one interview - role playing - penmanship	30%
Product Assessment Portfolio to include: - three writing samples - three graphic organizers - three book reports - one research paper/project - reading log	30%
Written Assessment - selection tests - module test - mid-year test - end-of-year test - spelling test - quizzes	40%
Total	100%

MATERIALS OF INSTRUCTION (Adopted Text)

Scholastic. Scholastic Literacy Place (Gr3). New York: Scholastic Inc., 2000.

PHASE B OUTLINE

P4 Module Titles A -G	P5 Modules Titles A -G	P6 Modules Titles A -G
A. Reading Strategies 40 - parts of a book - paragraph features - phonological awareness - syllable patterns - pronunciations - word meaning - synonyms/antonyms - multi-meaning words	A. Reading Strategies 40 - newspaper in Education - spelling patterns - word structure - syntax - context clues - curriculum content - vocabulary	A. Reading Strategies 40 - newspapers in Education - spelling patterns - word origins - experimental work study - technology usage - current events - thesaurus - context clues - multi meaning words
B. Comprehension 110 - character - plot - setting - main idea/details - cause/effect - inference - conclusions	B. Comprehension 110 - prediction - conclusions - inference - main idea/details - summarizing - compare/contrast - plot - setting	B. Comprehension 110 - steps in a process - sequence - mood - metaphor - authors purpose - categorizing - paraphrasing - cause and effect - conflict resolution - point of view
C. Literature 40 - genre variety - comic strips - diaries - simile - personification - illustrations - culture	C. Literature 40 - genre variety - newspaper article - magazine article - simile - metaphor - personification - culture	C. Literature 40 - genre variety - interview - authors purpose - idioms - onomatopoeia - imagery - exaggeration - culture

D. Writing Strategies 50 - writing process - capitalization - punctuation - contraction - sentence types - compounds - D'Nealian cursive - comparatives/superlatives	D. Writing Strategies 50 - writing process - commas in a series - quotations - possessive nouns - pronoun referents - avoid double negatives - multi syllabic words - irregular verbs - frequently misspelled words	D. Writing Strategies..... 50 - writing process - dialogue - possessives - prepositional phrases - compound predicates - orthographic patterns - opera, closed, hyphenated compounds - often confused words - frequently misspelled words
E. Writing Composition 80 - various purpose - poetry - narrative - letter - descriptive writing	E. Writing Composition 80 - various purposes - journal - poetry - memoir - reports - character profile - expository writing - reflection	E. Writing Composition 80 - dictation - reflections - mapping text - evaluate scripts - journals - descriptive narrative - figurative language - biographical sketch
F. Speaking and Listening . 40 - questioning - responding - discussing - summarizing - inferencing - giving directions	F. Speaking and Listening .. 40 - predicting - persuading - paraphrasing - evaluating information - foreign words - jargon/slang	F. Speaking and Listening .. 40 - to gather information - making judgments - expanding vocabulary - interviewing - colloquialism - dialect - foreign words and phrases - critiquing - analyzing information
G. Processing Information and Mass Media..... 40 - research skills - organize data - operate tape recorder TV & VCR - taped interview	G. Processing Information and Mass Media 40 - research skills - graphic interpretation - operate multi-media - equipment - analyze data - critique data - photo essay	G. Processing Information and Mass Media 40 - outline - organize - synthesize - compose document - card catalogue - operate - analyze and critique data - video sequence story - overhead presentation

Subtotal 400	Subtotal 400	Subtotal 400
Optional Time <u>50</u>	Optional Time <u>50</u>	Optional Time <u>50</u>
Total Minutes 450	Total Minutes 450	Total Minutes 450

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☒ P6 ☐

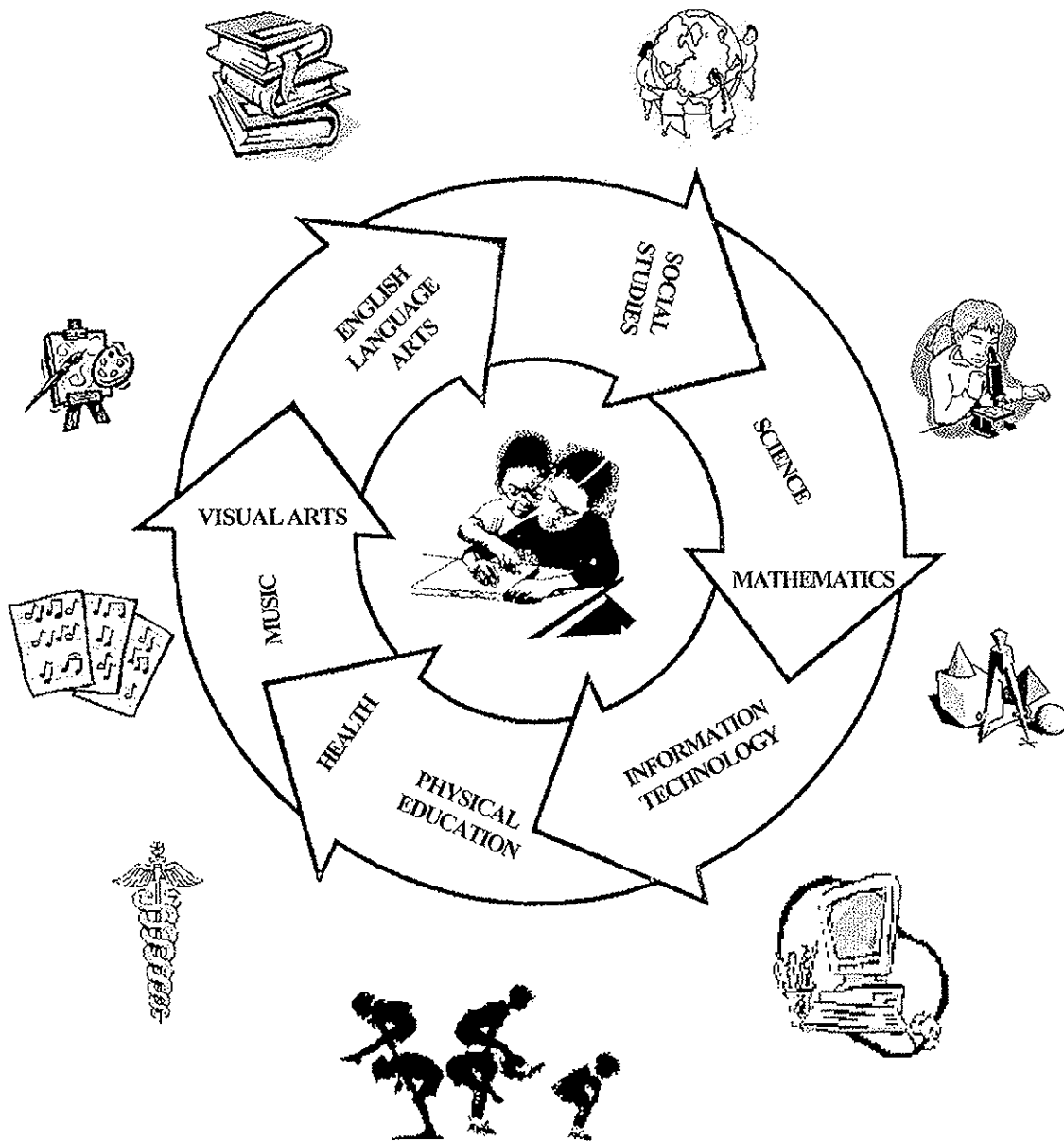
English Language Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x		x
		2.2	Competence		x	x	x	x	x	x
		2.3	Usage		x	x	x	x	x	x
		2.4	Audience		x	x	x	x	x	x
		2.5	Research		x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

A - Reading Strategies
 B - Comprehension
 C - Literature
 D - Writing Strategies

E - Writing Composition
 F - Speaking and Listening
 G - Processing Information and Mass Media



Module A

ENGLISH LANGUAGE ARTS

Module Title: Reading Strategies

Sequence Reference: P5 EL-A

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Performance Standards & Strand

Strategic Reading **EL.P5.R**

1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Word Analysis & Vocabulary

- R1a** Know meanings of word parts (prefixes, suffixes, roots)
- R1b** Use double meanings and multiple meanings of words
- R1c** Recognize high frequency words as they relate to other words
- R1d** Use a variety of strategies to determine words in context
- R1e** Demonstrate understanding of the meaning of new words encountered in independent reading, compound words
- R1f** Recognize word meanings encountered in reading antonyms, synonyms, homonyms
- R1g** Apply knowledge of sentence structure and context
- R1h** Locate information in reference sources

Meaning of Text/Reading Comprehension

- R1i** Identify important facts/details
- R1j** Draw texts together to compare/contrast themes, characters and ideas
- R1k** Make perceptive and well-developed connections
- R1l** Note underlying themes or messages; identify main ideas
- R1m** Make and support inferences
- R1n** Make and support warranted and responsible assertions about the text
- R1o** Summarize significant ideas in a text
- R1p** Draw conclusions about contexts, events, characters, and settings
- R1q** Determine cause and effect/sequence of events

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- demonstrate an awareness of print
- apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words
- develop and extend vocabulary
- use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words
- read with a flow that sounds like regular speech
- self-correct and self-monitor
- identify sensory details and figurative language
- identify and shows the relevance of foreshadowing clues
- identify rhyme and rhythm, repetition, similes, and sensory images in poems
- locate facts that answer the reader's questions
- identify and uses knowledge of common graphic features (e.g. charts, maps, diagrams, illustrations)
- make perceptive and well-developed connections
- read a variety of texts and incorporates new words into oral and written language
- determine the meaning of unknown words using their context
- identify the meaning of common root words to determine the meaning of unfamiliar words
- determine meanings of words and alternate word choices using a dictionary or thesaurus
- recognize and use words with multiple meanings (e.g., sentence, school, hand) and determines which meaning is intended from the context of the sentence
- use letter-sound knowledge to decode written English and use a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning
- use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies)

Module Title: Reading Strategies

Sequence Reference: P5 EL-A

Performance Standards & Strand

Strategic Reading EL.P5.R

1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Word Analysis and Vocabulary

- R1a** Know meanings of word parts (prefixes, suffixes, roots)
- R1b** Use double meanings and multiple meanings of words
- R1c** Recognize high frequency words as they relate to other words
- R1d** Use a variety of strategies to determine words in context
- R1e** Demonstrate understanding of the meaning of new words encountered in independent reading, compound words
- R1f** Recognize word meanings encountered in reading antonyms, synonyms, homonyms
- R1g** Apply knowledge of sentence structure and context
- R1h** Locate information in reference sources

Meaning of Text/Reading Comprehension

- R1i** Identify important facts/details
- R1j** Draw texts together to compare/contrast themes, characters and ideas
- R1k** Make perceptive and well-developed connections
- R1l** Note underlying themes or messages; identify main ideas
- R1m** Make and support inferences
- R1n** Make and support warranted and responsible assertions about the text
- R1o** Summarize significant ideas in a text
- R1p** Draw conclusions about contexts, events, characters, and settings
- R1q** Determine cause and effect/sequence of events

At the end of this module, students will:

- print awareness
 - parts of book/newspaper
 - correct spelling
 - paragraph features
- letter sound relations
 - digraphs
 - long vowel sounds
 - diphthongs
 - variant vowels
 - letter-sound correspondences
 - spelling patterns
 - roots and base words
 - prefixes
 - suffixes
 - syllabication
 - blends
- vocabulary development
 - knowledge of syntax and context
 - synonyms
 - antonyms
 - homonyms
 - homographs
 - compounds
 - multi-syllables
 - curriculum content
 - regular/irregular words
 - experiential word study
 - contractions
 - etymology
 - dictionary
 - glossary
 - table of contents and index
 - thesaurus
 - technology

Module Title: Reading Strategies	Sequence Reference: P5 EL-A
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• word webbing • semantic mapping • graphic organizers • buddy reading • word charts homonym & homograph show boards • synonym trees and flowers • word building games • puzzles • brainstorm multi-syllabic words noting spelling patterns • shared reading • guided reading • independent reading • read aloud • partner reading • determine facts and inferences • discuss purpose for reading informative text • small group instruction • discuss key words • read-talk-write • think-along	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal record • running records • taped oral reading • student mini-lessons • personal dictionary of new words • reading checklists • portfolios • conferences • reading analysis interview • word list • cloze procedures • quizzes • performance assessment • rubrics • self/peer assessment • journals/literacy logs • teacher self-assessment • forms/checklists

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- word list
- Terra Nova
- spelling test
- module test
- selection tests
- unit test
- vocabulary test
- end-of-year test
- portfolios
- placement tests
- using the results

Special Resources:

(materials, equipment & community involvement)

- chart paper & stand
- coloured markers
- scissors
- letter cards
- puzzles
- overhead projector
- cassette tapes – tape recorders
- index cards
- glue
- pocket cards
- computer hardware & software
- parent/community readers
- construction papers - markers
- magazines
- magnetic letters/board
- flip chutes
- earphones
- library

References - Teacher:

System Wide Teacher's Ed. e.g. Scholastic Literacy Place
Grade 4

- Scholastic Guided Reading Teacher's Guide
- Scholastic Assessment Kit

Suggested Supplementary References

- Developing Life-Long Readers
- Guided Reading - Fountas & G.S. Pinnell
- Guiding the Reading Process - David Booth
- Literacy: Helping Children Construct Meaning - D. Cooper
- The Literacy Map - J.R. Gentry
- Word Matters - I. Fountas & G. S. Pinnell
- Reading workshop resources

References - Student:

System Wide Student Texts e.g.

Scholastic Guided Reading Books

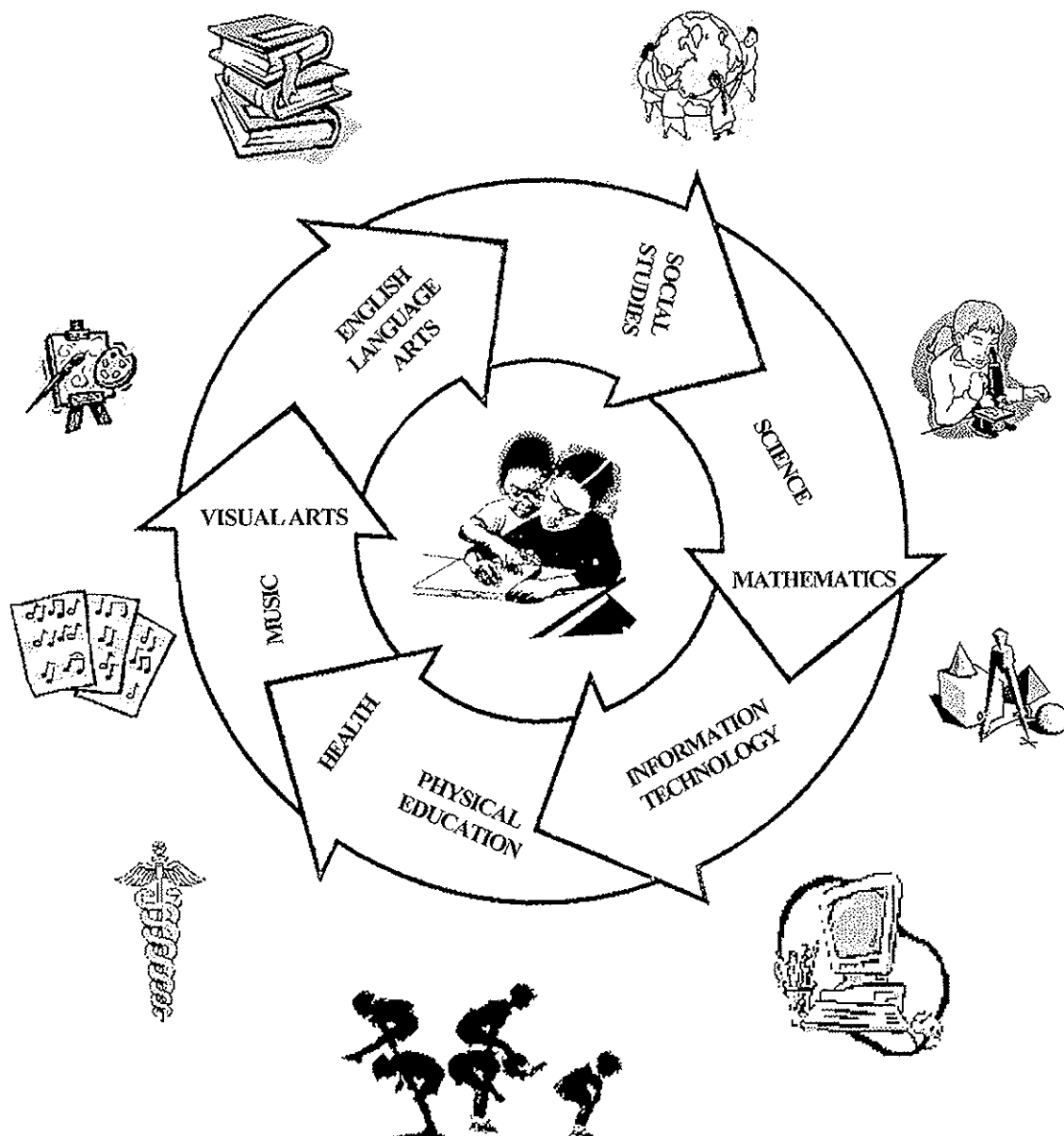
- Smart Place

Suggested Supplementary References

- Dictionaries
- Thesauruses
- Newspaper in Education NIE

Glossary:

- Etymology: study of the origin of words
- Student mini-lessons: students demonstrate the rules and patterns of words
- Using the results to interpret data, to determine mastery of further instructional strategies



Module B

ENGLISH LANGUAGE ARTS

Module Title: Comprehension

Sequence Reference: P5 EL-B

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Performance Standards & Strand

Comprehension of Informational Text (I)

1. The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes.
2. The student will demonstrate competence in the reading and use of documents and procedural text.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Expository

- I1a Use structure to retrieve information
- I1b Compare observations of author to their own observations
- I1c Identify purpose and main points
- I1d Distinguish fact from opinion
- I1e Detect Bias
- I1f Summarize information
- I1g Read and make connections to expository text about Bermudian culture/life
- I1h Identify important facts and details in informational text

Document and Procedural

- I2a Identify use of transitional words
- I2b Follow instructions and directions
- I2c Identify sequence of activities needed to carry out a procedure
- I2d Locate specific information
- I2e Interpret details from the text

Suggested texts: schedules, diagrams, graphs

Persuasive

- I3a Identify what the author is arguing or trying to persuade the reader to think or do

Suggested texts: advertisements, NIE editorials, feature articles, photo essays, newspaper articles

Curriculum Objectives & Content Detail:

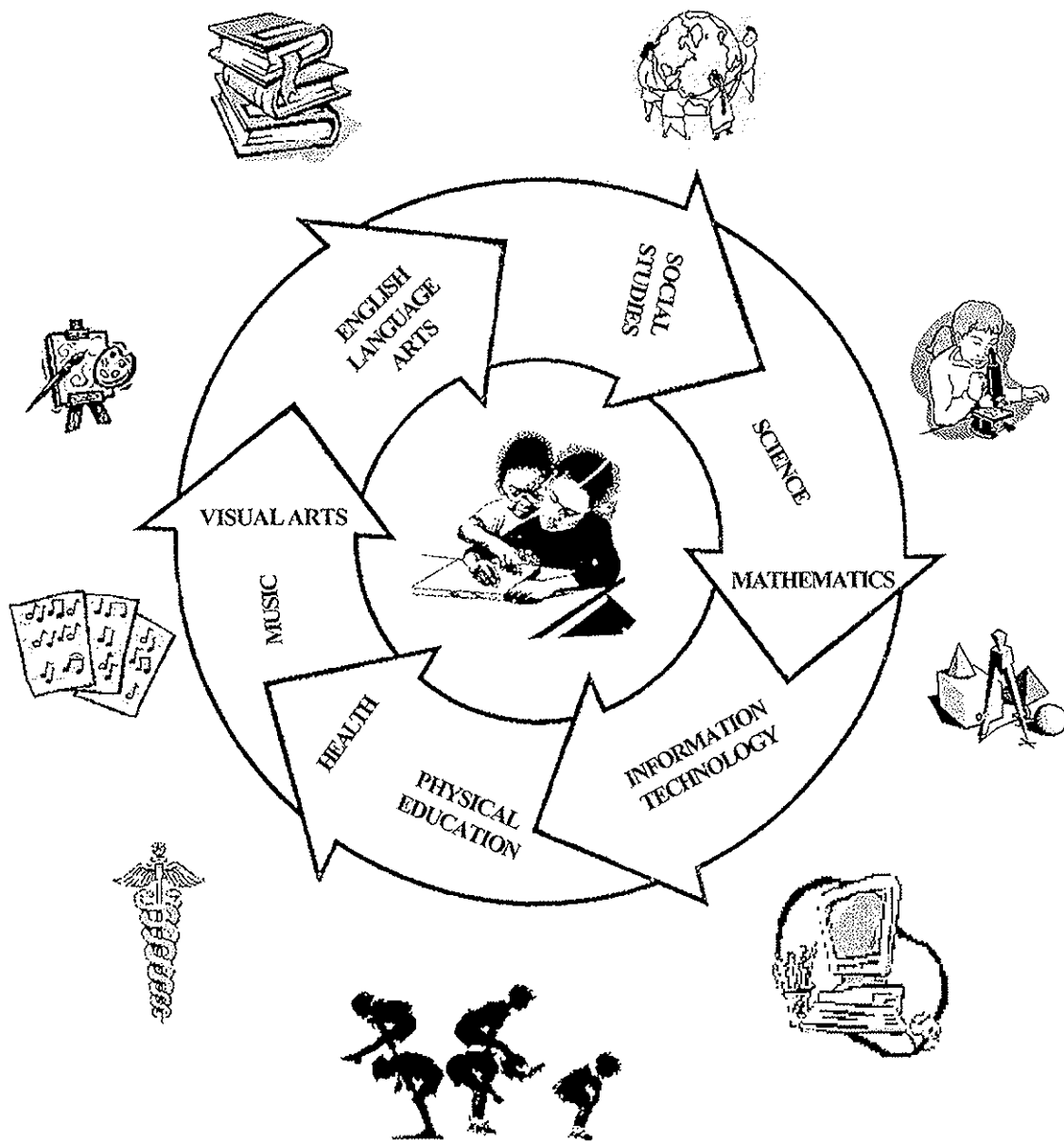
At the end of this module, students will:

- relate prior knowledge and personal experiences with a variety of texts in order to construct meaning
- analyze story elements
- utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature
- make connections to build understanding
- evaluate and extend meaning
- refer to text, restate or summarize information
- compare and contrast themes, characters and ideas
- support ideas about texts with convincing evidence
- distinguish fact from opinion or fiction
- summarize main ideas and supporting details
- distinguish cause/effect relationships
- identify themes and lessons in folktales, tall tales, and fables
- identify and analyzes the elements of plot, character, and setting in stories read, written, viewed or performed
- identify the speaker of a poem or story
- make judgments and inferences about setting, characters and events and supports them with elaborating and convincing evidence from the text
- identify similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life
- identify and use knowledge of common organizational structures (e.g. chronological order, cause and effect).

Module Title: Comprehension	Sequence Reference: P5 EL-B
Performance Standards & Strand	
Comprehension of Informational Text (I) - The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes. - The student will demonstrate competence in the reading and use of documents and procedural text. - The student will demonstrate competence in the reading and use of persuasive text.	
Assessment Indicators:	
The student will produce evidence that demonstrates understanding of: <u>Expository</u> I1a Use structure to retrieve information I1b Compare observations of author to their own observations I1c Identify purpose and main points I1d Distinguish fact from opinion I1e Detect Bias I1f Summarize information I1g Read and make connections to expository text about Bermudian culture/life I1h Identify important facts and details in informational text <u>Document and Procedural</u> I2a Identify use of transitional words I2b Follow instructions and directions I2c Identify sequence of activities needed to carry out a procedure I2d Locate specific information I2e Interpret details from the text <i>Suggested texts: schedules, diagrams, graphs</i> <u>Persuasive</u> I3a Identify what the author is arguing or trying to persuade the reader to think or do <i>Suggested texts: advertisements, NIE editorials, feature articles, photo essays, newspaper articles</i>	At the end of this module, students will: - relate prior knowledge and personal experiences with a variety of texts in order to construct meaning - analyze story elements - utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature - make connections to build understanding - evaluate and extend meaning - refer to text, restate or summarize information - compare and contrast themes, characters and ideas - support ideas about texts with convincing evidence - distinguish fact from opinion or fiction - summarize main ideas and supporting details - distinguish cause/effect relationships - identify themes and lessons in folktales, tall tales, and fables - identify and analyzes the elements of plot, character, and setting in stories read, written, viewed or performed - identify the speaker of a poem or story - make judgments and inferences about setting, characters and events and support them with elaborating and convincing evidence from the text - identify similarities and differences between the characters or events and theme in a literary work and he actual experiences in an author's life - identify and use knowledge of common organizational structures (e.g. chronological order, cause and effect).

Module Title: Comprehension	Sequence Reference: P5 EL-B
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
teacher will enhance instruction by utilizing the following: • K-W-L • story mapping • 5 W chart • Venn diagrams • character maps • sequence chain • cognitive (semantic) webbing • main idea table • time line • graphs • charts • illustrations • cooperative grouping • response journals • reading logs • group discussions • reader's theatre • mime • group discussion • power point • shared reading • read aloud • guided reading • independent reading • collaborative reading • oral reports • clustering • jigsawing • photo essay • photographs/picture walk	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • anecdotal records • portfolios • comprehension checklist • graphic organizers • open-ended questions • conference • selection tests • performance test • rubrics • self/peer assessment • journals/literacy logs • teacher self-assessment • forms/checklists

Module Title: Comprehension		Sequence Reference: P5 EL-B	
Summative Assessment:			
Assessments given at the end of a module where the data is used to generate grades.			
• book reports • module test • system-wide Assessment (e.g. Terra Nova) • unit tests • spelling tests • projects • end-of-year test • reproduction and innovation of text (diorama, photo essays, show boards, video presentations) • oral presentations • vocabulary tests • placement tests • using the results			
Special Resources:			
(materials, equipment & community involvement)			
• books • cereal boxes • schedules • recipes • catalogues • computer hardware • T.V and VCR • easels • LCD projector • magazines • newspapers • telephone directory • travel guides • menus • computer software • tape recorder • book binding machine • CD ROM • comic strips • T.V. guides • maps • posters • overhead projector • video camera • chart paper • laminator			
References - Teacher:		References - Student:	
Rigby Benchmark Kit System-wide texts eg. Scholastic <u>Literacy Place</u> Teacher's Edition Grade 4 • Scholastic Guided Reading Teacher's Guide • Scholastic Literacy Place Assessment Kit Suggested Supplementary References • <u>Graphic Organizers</u> – K. Flynn • <u>Lifetime Guarantees</u> – S. Harwayne • <u>Literacy: Helping Children Construct Meaning</u> – D. Cooper • <u>Guided Reading</u> – I. Fountas & G.S. Pinnell • <u>Teacher workbooks</u> • Video tape for guided reading – Primary Collection		System-Wide Student's Text e.g. Literacy Place Grade 4 Scholastic Guiding Reading books Scholastic Smart Place CD-ROMs Suggested Supplementary References: • dictionaries • thesauruses • Classroom libraries sorted by theme, author and genre	
Glossary:			
• Clustering: the process of using a graphic organizer to share information • Diorama: a shoe box turned sideways exhibiting a scene from a story • K.W.L. - what we know / what we want to know / what we have learned - using the results to interpret data to determine mastery of further instructional strategies - photo essay – book or article containing many photographs about a subject			



Module C

ENGLISH LANGUAGE ARTS

Module Title: Literature

Sequence Reference: P5 EL-C

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Performance Standards & Strand

Comprehension of Literary EL.P5.L

1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Literary Elements and Devices

- L1a** Identify the author's purpose
- L1b** Identify the point of view (i.e., the perspective from which the story is being told)
- L1c** Identify the basic motivation of a character
- L1d** Explain a character's traits
- L1e** Summarize the plot of a story
- L1f** Identify the conflict, turning point, and resolution of a story
- L1g** Recognize theme(s) in a literary text
- L1h** Recognize literary devices (e.g., simile, metaphor, personification, onomatopoeia, sensory details, exaggeration)
- L1i** Identify and explain the effect of author's word choice in a literary text

Characteristics of Various Genre

- L2a** Identify the characteristics of fiction (e.g. movement through time, imaginative elements) present in a literary work
- L2b** Identify the characteristics of literary nonfiction (e.g., figurative language), and how they contribute to the text
- L2c** Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem
- L2d** Identify elements of drama (e.g., dialogue, stage directions, scenes, acts) and how they contribute to the play

At the end of this module, students will:

- read, listen to and respond to a variety of literature
- read and analyze contemporary and classical literature that represents a diversity of authors, illustrators and culture
- identify themes that recur amongst different authors
- analyze author's point of view
- critique the plot in the story
- draw conclusions and make inferences about characters, settings, events, etc.
- examine different genres
- clarify challenging works

Performance Standards & Strand

Comprehension of Literary EL.P5.L

1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Literary Elements and Devices

- L1a** Identify the author's purpose
- L1b** Identify the point of view (i.e., the perspective from which the story is being told)
- L1c** Identify the basic motivation of a character
- L1d** Explain a character's traits
- L1e** Summarize the plot of a story
- L1f** Identify the conflict, turning point, and resolution of a story
- L1g** Recognize theme(s) in a literary text
- L1h** Recognize literary devices (e.g., simile, metaphor, personification, onomatopoeia, sensory details, exaggeration)
- L1i** Identify and explain the effect of author's word choice in a literary text

Characteristics of Various Genre

- L2a** Identify the characteristics of fiction (e.g. movement through time, imaginative elements) present in a literary work
- L2b** Identify the characteristics of literary nonfiction (e.g., figurative language), and how they contribute to the text
- L2c** Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem
- L2d** Identify elements of drama (e.g., dialogue, stage directions, scenes, acts) and how they contribute to the play

- text types and structures:

- comic strip
- interview
- magazine article
- newspaper article
- T.V. script
- time line
- fine art
- diary

- genre:

- fiction
- non-fiction
- fables
- legends
- myths
- tales
- poetry

- literary terms:

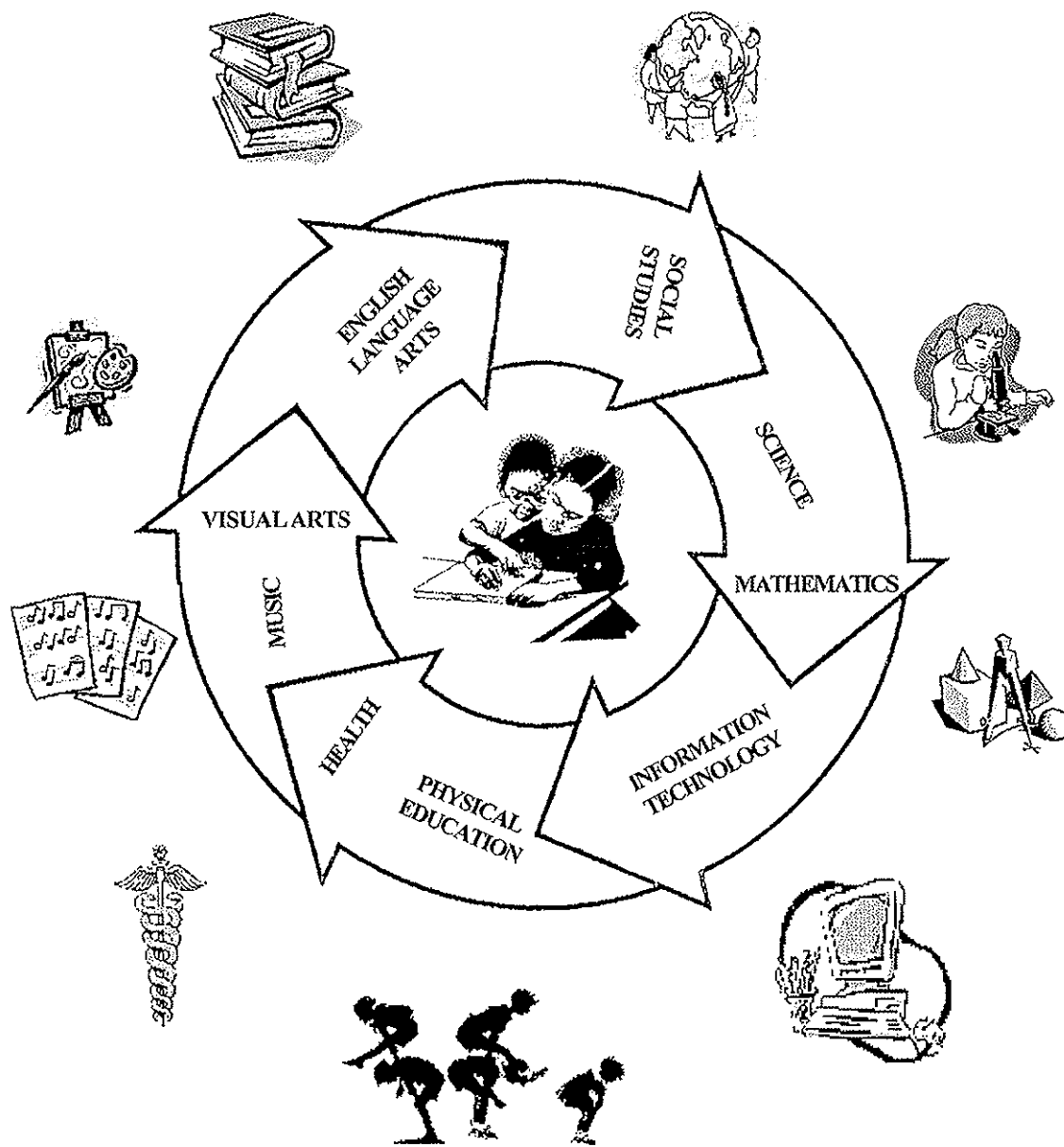
- simile
- metaphor
- personification
- figurative language
- imagery
- foreshadowing

- culture:

- characters
- customs
- languages

Module Title: Reading Literature	Sequence Reference: P5 EL-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• K-W-L • think-pair-share • 5 W chart • character map • Venn diagram • drama • illustrations • cooperative groups • response journals • reading logs • reader's theatre • mime • group discussions • shared reading • independent reading • collaborative reading • oral reports • U.S.S.R. • D.E.A.R. • book reviews • genre chart • debate • literature circles • modeling • audio/visual presentations • puppetry • book talks	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • story retelling • portfolios • response journal • self, peer, teacher evaluation • conferences • performance assessment • rubrics • journals/literacy logs • teacher self-assessment • forms/checklists • graphic organizers • venn diagrams • story maps • oral reports • open-ended responses • multiple choice questions • essays • assess prior knowledge • written reports • oral reports • venn diagrams

Module Title: Reading Literature	Sequence Reference: P5 EL-C
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. - portfolios - exhibition - multiple choice - open-ended responses - module test - unit tests - vocabulary tests - using the results - self, peer, teacher evaluation - book report - oral report - graphic organizer - end-of-year test - spelling tests - placement tests	
Special Resources: (materials, equipment & community involvement)	
- variety of texts - chart paper/easel - tape recorder - cassette tapes - overhead projector - CD player - author's chair - T.V. and VCR - videos - computer hardware/software - journals - props - rugs, pillows etc.	
References - Teacher:	References - Student:
System-wide text e.g. <u>Literary Place</u> Grade 4 Teacher's Ed. Suggested Supplementary References - poetry books - variety of trade books <u>Talking about Books</u> – K. Short & K.M. Pierce <u>Grand Conversations</u> – R. Peterson & M. Eds <u>Loving Literature</u> – L. Minderman <u>Teaching Multicultural Literature K-8</u> – V.J. Harris <u>The Child as Critic</u> – G. D. Sloan - Professional Journals <u>Around the Reading Workshop in 180 days-</u> Frank Serafini with Suzette Serafini-Youngs	System-wide anthology e.g. <u>Literary Place</u> Grade 4 Suggested Supplementary References - variety of trade books - class, school and community library - dictionary - thesaurus - encyclopedia - Bermuda public libraries - Video/DVD - Bermuda books - Classroom libraries sorted by theme, author and genre
Glossary:	
- D.E.A.R.- Drop Everything and Read - U.S.S.R. – Uninterrupted Sustained Silent Reading - Using the results to interpret data to determine mastery of further instructional strategies	



Module D

ENGLISH LANGUAGE ARTS

Module Title: Writing Strategies

Sequence Reference: P5 EL-D

Time allotted: Writing Workshop 1 hour

PHASE A			PHASE B			
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Performance Standards & Strand

Language Usage EL.P5.U

1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Grammar and Conventions of Standard English Language

- U1a** Capitalize Proper Nouns, Titles of people, Titles of Books, Letter parts, first word in sentence, first word in quotation
- U1b** Punctuate using periods, question marks, Exclamation marks
- U1c** Punctuate using periods with abbreviations
- U1d** Punctuate using apostrophes with contractions and possessives
- U1e** Punctuate with commas with items in a series, in an address, in a compound sentence
- U1f** Use quotation marks and comma with dialogue
- U1g** Use subject-verb agreement with simple subject
- U1h** Use forms of adjectives
- U1i** Use appropriate tenses including present, past and future
- U1j** Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs)
- U1k** Identify special usage of double negatives
- U1l** Recognize subject and predicates in complete sentences
- U1m** Use spelling correctly in patterns and words

At the end of this module, students will:

- use appropriate conventions of print, grammar and spelling to convey ideas
- generate and expand a writing vocabulary
- capture the reader's attention using a variety of beginnings
- include vivid details to develop the story
- create characters and plots that are complex
- use tensions, suspense and dialogue
- develop effective closings with a variety of endings
- provide facts and details where necessary
- have an organizing structure
- provide a sense of closure

Module Title: Writing Strategies

Sequence Reference: P5 EL-D

Performance Standards & Strand

Language Usage EL.P5.U

1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Grammar and Conventions of Standard English Language

- U1a** Capitalize Proper Nouns, Titles of people, Titles of Books, Letter parts, first word in sentence, first word in quotation
- U1b** Punctuate using periods, question marks, Exclamation marks
- U1c** Punctuate using periods with abbreviations
- U1d** Punctuate using apostrophes with contractions and possessives
- U1e** Punctuate with commas with items in a series, in an address, in a compound sentence
- U1f** Use quotation marks and comma with dialogue
- U1g** Use subject-verb agreement with simple subject
- U1h** Use forms of adjectives
- U1i** Use appropriate tenses including present, past and future
- U1j** Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs)
- U1k** Identify special usage of double negatives
- U1l** Recognize subject and predicates in complete sentences
- U1m** Use spelling correctly in patterns and words

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- pre-writing activities
 - brainstorming, listening to stories, discussion
 - organizational plans, drafting, revising
 - editing/proof-reading, final draft, publishing
- conventions of print:
 - D'Nealian cursive handwriting
 - capitalization, punctuation
 - commas in dates, a series, between parishes, cities and states, parts of a letter, dialogue
 - quotations
 - apostrophes in contractions and possessives
- grammar:
 - parts of speech
 - sentence types, paragraphs, subject-verb agreement
 - pronoun referents, prepositional phrases
 - abbreviations
 - avoid double negatives
- spelling:
 - CVC with silent "e"
 - inflectional endings
 - r controlled vowels, vowels, consonants
 - orthographic patterns open and closed syllables
- multi syllabic words:
 - irregular verbs
 - compounds words, prefixes and suffixes
 - contractions, homonyms, words with -tion and -sion
 - roots and base words, frequently misspelled words
 - experiential vocabulary, content vocabulary
 - current events, media generated vocabulary
 - synonyms, antonyms, homonyms
 - metaphors, similes, idioms, multiple meanings
 - high frequency words
 - transitional elements
 - time order words (when, then, first, while)
 - sequential words (in conclusion, initially afterwards, secondly, thirdly)

Module Title: Writing Strategies

Sequence Reference: P5 EL-D

Recommended Instructional Strategies:

- model writing for children
- shared writing
- independent writing
- journal writing
- writer's workshop
- self and peer revision
- conferencing
- editing checklist
- author's chair
- graphic organizers
- scaffolding
- discussion of current events
- utilize computer graphics
- word charts
- word bank
- utilize T.A.P. in drafts

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- writing rubrics
- spelling tests
- portfolios
- anecdotal records
- self-reflection
- journals/literacy logs
- conferences
- observations
- performance assessment
- rubrics
- self/peer assessment
- teacher self-assessment
- diagnostic writing sample
- narrative sample
- graphic organizers
- conferencing
- performance assessment using rubrics
- self and peer assessment
- forms and checklists

Formal Assessment

- unit tests
- end of year tests
- vocabulary tests
- spelling tests
- placement tests
- using the results to determine mastery further instructional strategies

Module Title: Writing Strategies

Sequence Reference: P5 EL-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- unit tests
- end-of-year-tests
- system-wide assessment e.g. B.E.A.P.
- rubrics
- vocabulary tests
- placement tests
- using the results
- spelling tests

Special Resources:

(materials, equipment & community involvement)

- black and white boards
- chalk
- markers
- variety of writing paper
- construction paper
- Elmo machine
- sound cards
- magnetic board
- chart paper/easel
- graphic organizers
- book binding machine

References – Teacher:

System-wide Teacher's Ed. E.g. Literacy Place and related resources

- writing rubrics
- Dancing with the Pen, Wellington Ministry of Education
- The Art of Teaching Writing – L. Calkins
- Creating Classrooms for Authors – J.C. Harste, K.G. Short and C. Burke
- Teaching Writing-A Workshop Approach – A. Fidener
- Teaching Spelling - F. Bolton and D.S. Snowball
- Spelling instruction that makes sense – Jo Phenix/Doreen Scott-Dunne

Language Arts Mini – Lessons – Joan Clemmons and Lois Lasse

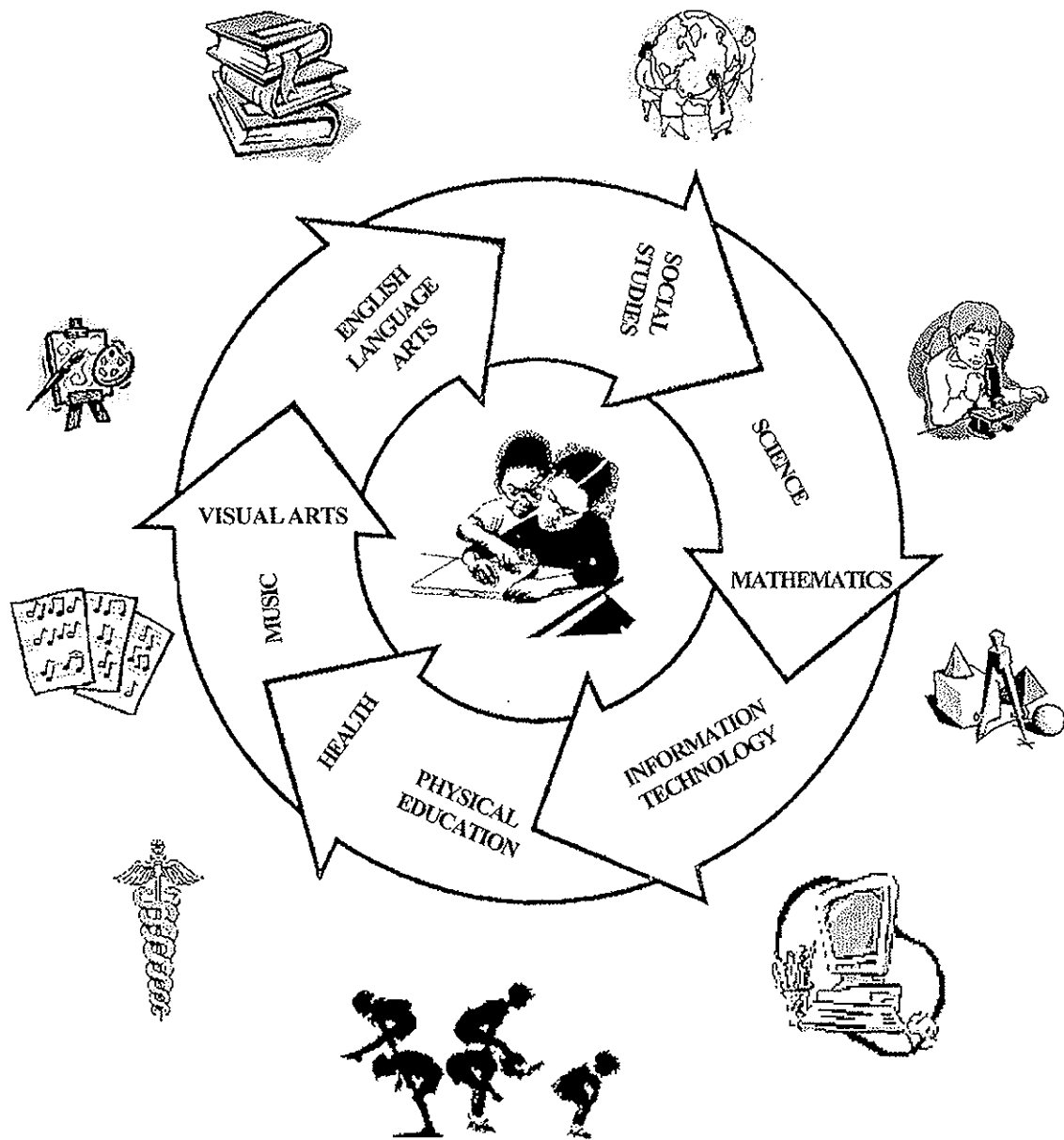
References – Student:

System-wide student text e.g. Scholastic Literacy Place Gr. 4

- dictionary
- cursive wall chart
- thesaurus
- computer software
- encyclopedia
- variety of books
- editing wall charts

Glossary:

- Scaffolding: the process of supporting students in any aspect of reading and writing. This may include questioning, modeling etc.
 - Topic
 - Audience: placed at the top of the draft
 - Plan
- Using the results to interpret data to determine mastery of further instructional strategies



Module E

ENGLISH LANGUAGE ARTS

Module Title: Writing Composition

Sequence Reference: P5 EL-E

Time allotted: 1 hour Writing workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Performance Standards & Strand

Writing EL.P5.W

- The student will demonstrate the ability to compose fluently to express personal ideas, to inform and to persuade.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Compose Writing

- W1a** Compose a short story that has character(s), setting, plot, movement through time and change.
- W1b** Create a sequence of events
- W1c** Develop a plot using appropriate strategies (e.g. elaboration of details, suspense, emotions of characters)
- W1d** Create organizational structure appropriate to a short story
- W1e** Provide a sense of closure

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- create texts collaboratively and independently, utilizing a variety of forms for a wide range of audiences and purposes
- create a point of view
- develop plot, setting, conflict and a range of strategies to enhance work
- describe or analyze the characters in the story
- make judgments (interpretative, analytic, evaluative, reflective)
- writes texts of a length appropriate to address the topic or tell the story
- use appropriate structures to ensure coherence (e.g. transition elements).
- Create an organized structure
- Exclude extraneous details and inconsistencies
- Develop complex characters through actions describing the motivation of characters and character conversation
- use a range of appropriate narrative strategies such as dialogue, tension, or suspense
- provide a sense of closure to the writing
- use notes or other memory aids to structure an individual presentation
- shape information to achieve a particular purpose to appeal to the interest and background knowledge of audience members
- shape content and organization according to availability of information in resource materials

Module Title: Writing Composition

Sequence Reference: P5 EL-E

Performance Standards & Strand

Writing EL.P5.W

2. The student will demonstrate the ability to compose fluently to express personal ideas, to inform and to persuade.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Compose Writing

- W1a** Compose a short story that has character(s), setting, plot, movement through time and change.
W1b Create a sequence of events
W1c Develop a plot using appropriate strategies (e.g. elaboration of details, suspense, emotions of characters
W1d Create organizational structure appropriate to a short story
W1e Provide a sense of closure

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- purposes:
 - communication
 - predictions
 - reflections
 - messages
 - describing
 - labels, notes, captions
 - informing
 - entertaining
 - influencing
 - note-taking
 - data collection
 - community competitions
 - point-of-view
- variety of forms:
 - journals
 - poetry
 - interviews
 - stories
 - letters
 - books
 - memoirs
 - narrative writing
 - expository writing
 - reports
 - news articles
 - plays
 - biographical sketch
 - character profile
 - song lyrics
- narrative writing
- report writing (informational)
- response to literature
- persuasive

Module Title: Writing Composition	Sequence Reference: P5 EL-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modeling • shared writing • interactive writing • independent writing • computer graphics • graphic organizers • peer coaching • journal writing • conferencing • publishing individual and class books • author's chair • cooperative grouping • dramatization • speech presentations • intergenerational writing • story telling • experimental activities e.g. field trips, cooking, class guests • power point presentations • writer's notebook	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • questioning • observing • writing rubrics • portfolios • conferencing • performance assessment • self/peer assessment • journals/literacy logs • teacher self-assessment • forms/checklist <u>Informal Assessment</u> • observations • performance assessment using rubrics • portfolios • self and peer assessment • journals and literacy logs • conferences • teacher self-assessment • forms and checklists <u>Formal Assessment</u> • unit tests • end of year tests • vocabulary tests • spelling tests • placement tests • using the results to determine mastery further instructional strategies

Module Title: Writing Composition

Sequence Reference: P5 EL-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- module tests
- end of year tests
- portfolios
- system-wide assessments, e.g. B.E.A.P.
- spelling tests
- vocabulary tests
- unit tests
- placement tests
- using the results

Special Resources:

(materials, equipment & community involvement)

- variety of paper
- writing tools
- crayons
- T.V./VCR
- overhead projector
- magazines
- internet
- variety of books
- chart paper and easel
- construction paper
- computer hardware and software
- field trips
- newspaper
- senior citizens

References - Teacher:

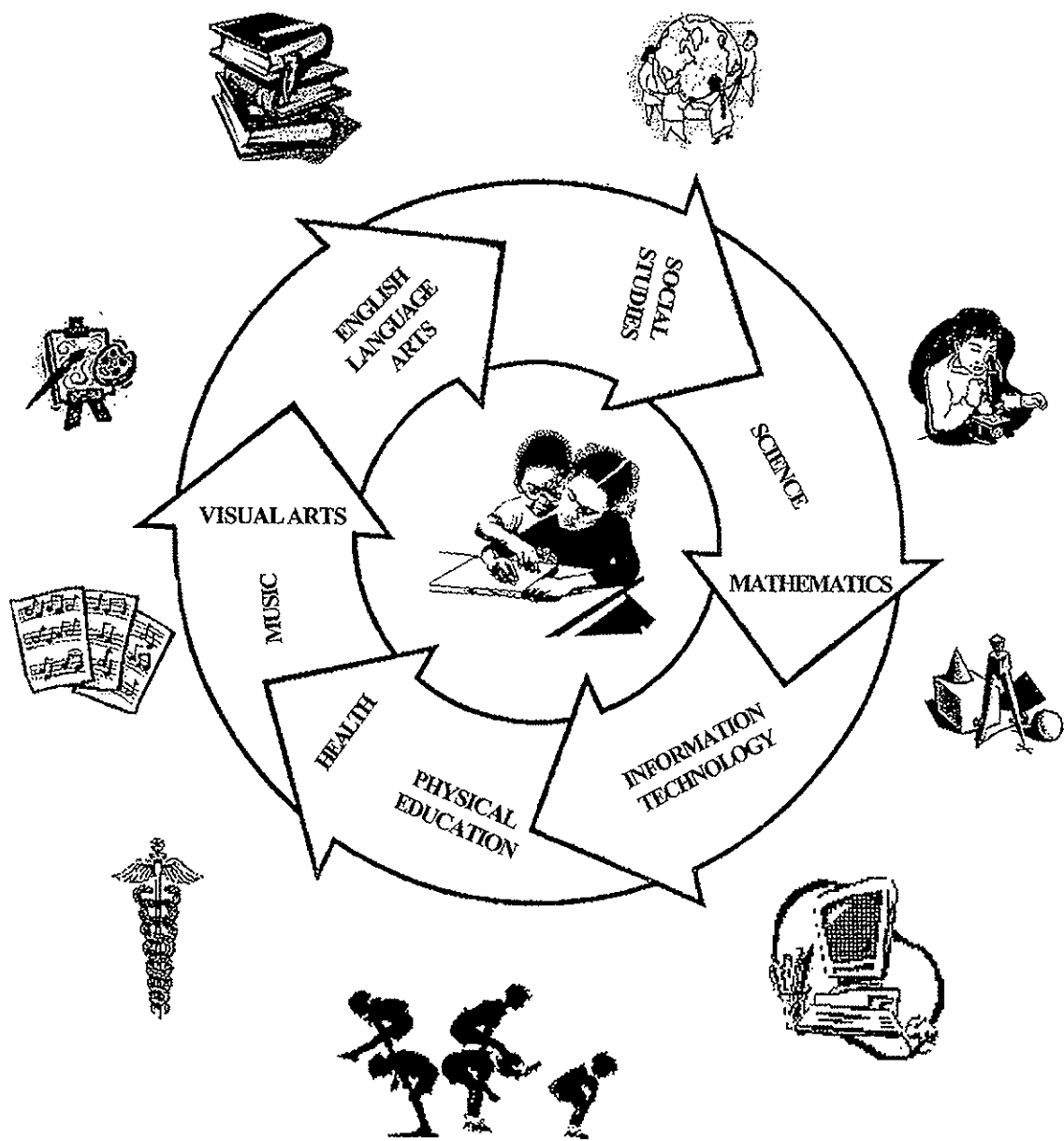
- Writer's Workshop Resources
System-wide Teacher's Ed. e.g. Scholastic Literacy Place
Gr. 4
- refer to Writing Strategies Module for detailed reference list
 - Teaching Poetry-Yes You Can - Jacqueline Sweeney
 - Establishing Writer's Workshop - NCEE
 - The Art of Teaching Writing - Lucy Calkins
 - Wondrous Words - Katie Wood Ray

References - Student:

System-wide text e.g. Scholastic Literacy Place Gr. 4
Scholastic Smart Place
Computer software
Classroom Libraries
Bermuda Library

Glossary:

- Intergenerational Writing Buddies: Seniors or other aged groups that work with a specific group of students
- Using the results to interpret data, to determine mastery of further instructional strategies



Module F

ENGLISH LANGUAGE ARTS

Module Title: Speaking and Listening

Sequence Reference: P5 EL-F

Time allotted: 40 min/wk

Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.2 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- speak for a variety of audiences and purposes and respond appropriately
- listen for a variety of purposes and appreciate the diversity of language
- initiate new topics in addition to responding to adult-initiated topics
- ask relevant questions
- respond to questions with appropriate elaborations
- confirm understanding by paraphrasing the adult's directions or suggestions
- display appropriate turn-taking behaviors
- actively solicit another person's comment or opinion
- offer own opinion forcefully without dominating
- give reasons in support of opinions expresses
- clarify, illustrate or expand on a response when asked to do so
- project a sense of individuality and personality in selecting and organizing content, and in delivery paraphrase the understanding

Content Detail:

- purpose
 - discussions, persuading, questioning, problem solving, sharing ideas, directions, informing, sharing stories, critiquing dramatics, role play, interviewing, reporting, requesting, fact/opinion, retelling a story, choral reading, language and oral traditions, comprehending, interpreting, analyzing, evaluating, responding, gathering information, demonstrating correct body posture, anticipating outcome (predicting) making judgements, inferencing
- speaking skills
 - attention to content detail, volume and pitch, tone, rate of speaking, proper grammar, eye contact, extend vocabulary, turn taking
- responses
 - paraphrasing, extending vocabulary, clarifying, summarizing, critiquing, following directions, organizing facts, analyzing information, evaluating information, interpreting information, making decisions, questioning/answering, drawing conclusions
- listening skills
 - correct posture
 - eye contact
 - proper body language
 - forming sensory images
 - differentiating fact and fantasy
- diversity of language
 - cultural appreciation
 - colloquialism
 - foreign words and phrases
 - dialect
- participates in one to one conferences

Module Title: Speaking and Listening	Sequence Reference: P5 EL-F
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modeling • role playing • tape/video recording • share various forms of genre • presenting plays & skits, projects, oral reports etc. • elocution • class discussion • reader's theatre • book sharing e.g. book reports • listening centre • peer conferencing • teacher conferencing • think-pair-share • interactive CD-ROM • K-W-L • literature circles • puppetry • debates • listening center • read aloud • class meeting • presenting plays • skits • projects • oral reports • book talks • retelling • echo reading	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observation • speaking checklists • speaking rubrics • presentations • giving directions/instructions • dictation • performance assessment • portfolios • self/peer assessment • journals/literacy logs • conferences • teacher self-assessment • forms/checklists • cross curricular activities • analyses and evaluation • explaining a process

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Performance based module test
- Unit tests
- End-of-year tests
- Spelling tests
- Vocabulary tests
- Placement tests

Special Resources:

(materials, equipment & community involvement)

- | | | |
|---|----------------------|----------------------|
| • tape recorder | • VCR/Videos | • computer hardware |
| • computer software | • CD player | • puppets |
| • props | • construction paper | • earphones |
| • variety of books | • PA system | • community speakers |
| • newspapers in Education | • field trips | |
| • community involvement
(e.g. Spring into the Arts, circle time
plays, assemblies etc.) | • community speakers | |

References - Teacher:

System-wide teacher's edition of text eg. Literacy Place

- The Child as Critic - Glenna Davis Sloan
- Oh Gawd, I Vish Dis Ig'rance Vud Stop! - J. Frith
- Skills for Growing

Suggested Supplementary References

- Literacy by David Cooper
- The Story-teller's Start Up Book - MacDonald
- Respecting Our Differences - L. Duvall

References - Student:

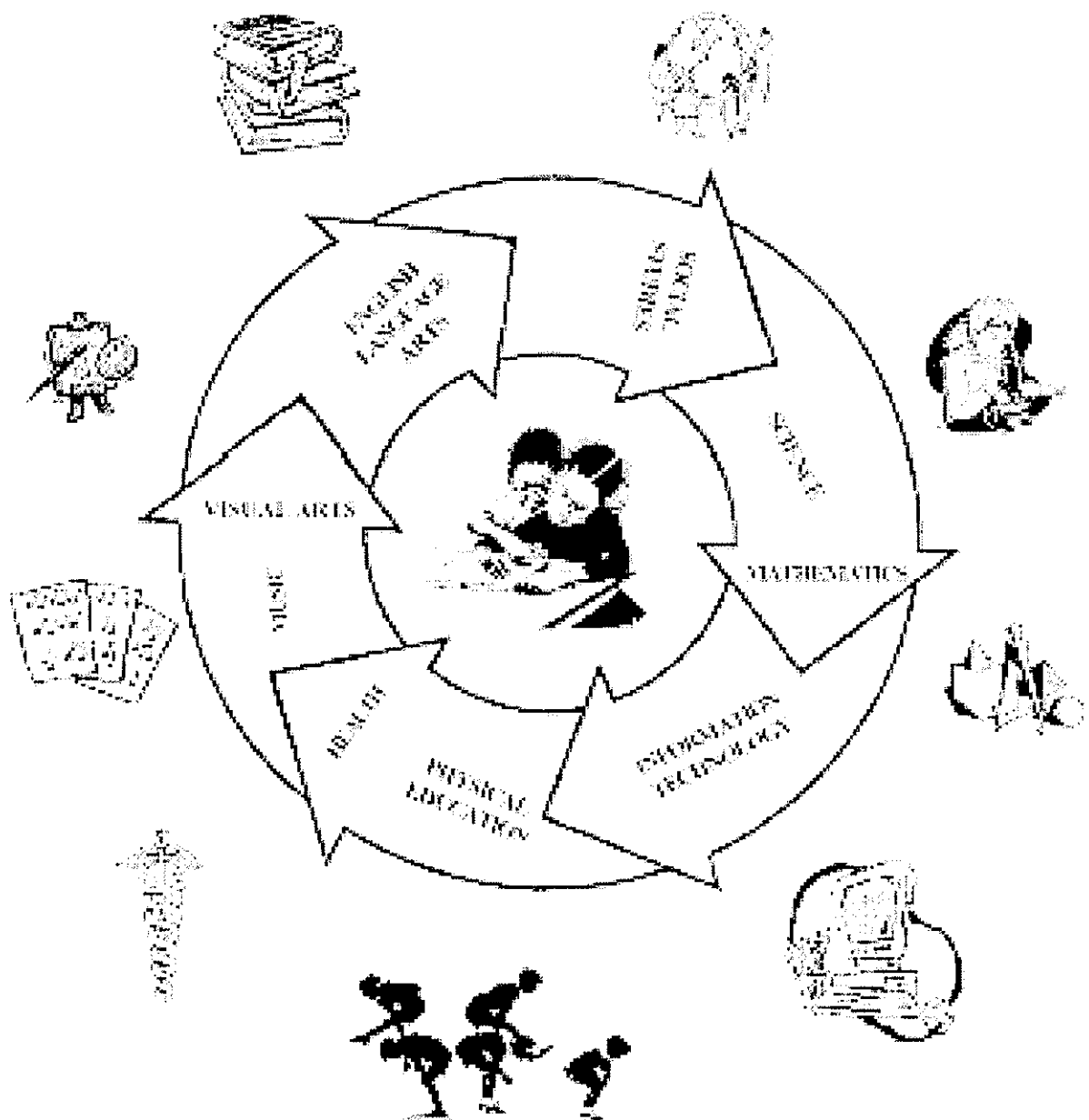
Suggested Supplementary References

- Smart Place CD-ROMS - Scholastic
- Meeting the Mentor Videos - Scholastic
- Story Tapes

Book/video tape sets/DVD/Cassette Tapes

Glossary:

- Colloquialism: the use of informal or familiar language common to a culture
- Elocution: the art or style of expressive speaking
- Reader's theatre: a form of response in which children turn a story into a play



Module G

ENGLISH LANGUAGE ARTS

Module Title: Processing Information and Mass Media

Sequence Reference: P5 EL-G

Time allotted: 45 min/wk

Subgoal Emphasis:

- 1.1 – 1.6 Reading and Literature
- 2.1 – 2.5 Writing
- 3.1 – 3.3 Speaking and Listening
- 4.1 – 4.3 Processing Information and Mass Media

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- conduct research on academic and personal interests demonstrating competency in the basic use of print and non-print media
- critically analyze and evaluate non-print texts to apply them to problem solving and increasing personal understandings
- use multimedia to communicate and create print and non-print texts
- form an opinion of the role of the media
- determine the purpose of the media presentation
- critique the intent of the television, radio and film productions
- judge the extent to which the media provides a source of entertainment as well as a source of information
- define the role of advertising as part of media presentation

Content Detail:

print:

- research skills
 - formulate questions, select information
 - paraphrase, note taking, organize data, outline
 - compose document, interpret graphic sources
 - cite sources
- library skills:
 - card catalogue, locate specific areas

non-print:

- operate multimedia equipment
 - audio tape recorder, TV and VCR, computer
 - internet, email, CD player, camera
- discuss and analyze data
- comprehend data
- critique data
 - complete/incomplete, accurate/inaccurate
 - relevant/irrelevant, appropriate/inappropriate
 - fact/opinion, point of view, bias

print:

- stories, books, reports, letters, poetry, posters
- brochures

non-print:

- taped interviews, photo essays
- overhead presentation

Module Title: Processing Information and Mass Media

Sequence Reference: P5 EL-G

**Recommended
Instructional Strategies:**

- brainstorming
- cooperative groups
- computer sessions
- interest grouping
- Think-Pair-Share
- K-W-L
- interviewing
- model formats
- field trips
- retrieving information from various sources
- listening to T.V., radio, and film productions
- making informed judgments
- model research questions
- charting
- data handling
- interpreting data using appropriate language
- display data in a variety of forms
- making predictions conducting simple probability experiments to test predictions (refer to curriculum mapping)

**Recommended Formative
Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- observations
- checklists
- peer assessment
- self-evaluation
- rubrics
- scoring guide
- student/teacher conference
- oral performance
- cross-curricular activities
- oral reports
- written reports
- weekly logs

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- exhibition
- portfolio
- oral performance
- group performance

Special Resources:

(materials, equipment & community involvement)

- | | | |
|----------------------------------|-----------------|-------------------|
| • binder | • laminator | • thermal copier |
| • computer hardware and software | • chart paper | • reference books |
| • zoos and aquarium | • index cards | • camera |
| • T.V./VCR | • computer | • camcorder |
| • overhead projector and screen | • folders | • museums |
| • class library | • markers | • archive |
| • bulletin boards | • tape recorder | • radio |

References - Teacher:

System-wide Teacher's Ed. e.g. Literary Place Gr. 4

- suggested supplementary references:
 - encyclopedias
 - internet
 - periodicals
 - journals
 - newspapers

References - Student:

System-wide student text e.g. Literacy Place Gr.4

- suggested supplementary references:
 - encyclopedia
 - journals
 - newspapers
 - internet

Glossary:

- Photo essay: book or article containing many photographs about a subject

**PRIMARY FIVE (P5) ENGLISH LANGUAGE ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. READING STRATEGIES ☐ demonstrate an awareness of print ☐ apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words ☐ develop and extend vocabulary ☐ use grade appropriate resources to locate meanings, pronunciation and derivation of unfamiliar words ☐ read with a flow that sounds like regular speech ☐ self-correct and self-monitor ☐ identify sensory details and figurative language ☐ identify and shows the relevance of foreshadowing clues ☐ identify rhyme and rhythm, repetition, similes, and sensory images in poems ☐ locate facts that answer the reader's questions ☐ identify and uses knowledge of common graphic features (e.g. charts, maps, diagrams, illustrations) ☐ make perceptive and well-developed connections ☐ read a variety of texts and incorporates new words into oral and written language ☐ determine the meaning of unknown words using their context ☐ identify the meaning of common root words to determine the meaning of unfamiliar words ☐ determine meanings of words and alternate word choices using a dictionary or thesaurus			A. READING STRATEGIES (<i>Cont'd</i>) ☐ recognize and use words with multiple meanings (e.g., sentence, school, hand) and determines which meaning is intended from the context of the sentence ☐ use letter-sound knowledge to decode written English and use a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning ☐ use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies) B. COMPREHENSION ☐ relate prior knowledge and personal experiences with a variety of texts in order to construct meaning ☐ analyze story elements ☐ utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature ☐ make connections to build understanding ☐ evaluate and extend meaning ☐ refer to text, restate or summarize information ☐ compare and contrast themes, characters and ideas		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
B. COMPREHENSION (<i>Cont'd</i>) ☐ support ideas about texts with convincing evidence ☐ distinguish fact from opinion or fiction ☐ summarizes main ideas and supporting details ☐ distinguish cause/effect relationships ☐ identify themes and lessons in folktales, tall tales, and fables ☐ identify and analyze the elements of plot, character, and setting in stories read, written, viewed or performed ☐ identify the speaker of a poem or story ☐ make judgments and inferences about setting, characters and events and support them with elaborating and convincing evidence from the text ☐ identify similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life ☐ identify and use knowledge of common organizational structures (e.g. chronological order, cause and effect). C. LITERATURE ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classical literature that represents a diversity of authors, illustrators and culture ☐ identify themes that recur amongst different authors ☐ analyze author's point of view ☐ critique the plot in the story			C. LITERATURE (<i>Cont'd</i>) ☐ draw conclusions and make inferences about characters, settings, events, etc ☐ examine different genres ☐ clarify challenging works D. WRITING STRATEGIES ☐ use appropriate conventions of print, grammar and spelling to convey ideas ☐ generate and expand a writing vocabulary ☐ capture the reader's attention using a variety of beginnings ☐ include vivid details to develop the story ☐ create characters and plots that are complex ☐ use tensions, suspense and dialogue ☐ develop effective closings with a variety of endings ☐ provide facts and details where necessary ☐ have an organizing structure ☐ provide a sense of closure E. WRITING COMPOSITION ☐ create texts collaboratively and independently, utilizing a variety of forms for a wide range of audiences and purposes ☐ create a point of view ☐ develop plot, setting, conflict and a range of strategies to enhance work		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. WRITING COMPOSITION (<i>Cont'd</i>) ☐ describe or analyze the characters in the story ☐ make judgments (interpretative, analytic, evaluative reflective) ☐ write texts of a length appropriate to address the topic or tell the story ☐ use appropriate structures to ensure coherence (e.g. transition elements). ☐ create an organized structure ☐ exclude extraneous details and inconsistencies ☐ develop complex characters through actions describing the motivation of characters and character conversation ☐ use a range of appropriate narrative strategies such as dialogue, tension, or suspense ☐ provide a sense of closure to the writing ☐ use notes or other memory aids to structure an individual presentation ☐ shape information to achieve a particular purpose to appeal to the interest and background knowledge of audience members ☐ shape content and organization according to availability of information in resource materials			F. SPEAKING AND LISTENING ☐ speak for a variety of audiences and purposes and respond appropriately ☐ listen for a variety of purposes and appreciate the diversity of language ☐ initiate new topics in addition to responding to adult-initiated topics ☐ ask relevant questions ☐ respond to questions with appropriate elaborations ☐ confirm understanding by paraphrasing the adult's directions or suggestions ☐ display appropriate turn-taking behaviors ☐ actively solicit another person's comment or opinion ☐ offer own opinion forcefully without dominating ☐ give reasons in support of opinions expresses ☐ clarify, illustrate or expand on a response when asked to do so ☐ project a sense of individuality and personality in selecting and organizing content, and in delivery paraphrase the understanding		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
G. PROCESSING INFORMATION AND MASS MEDIA ☐ conduct research on academic and personal interests demonstrating competency in the basic use of print and non-print media ☐ critically analyze and evaluate non-print texts to apply them to problem solving and increasing personal understandings ☐ use multimedia to communicate and create print and non-print texts ☐ form an opinion of the role of the media ☐ determine the purpose of the media presentation ☐ critique the intent of the television, radio and film productions ☐ judge the extent to which the media provides a source of entertainment as well as a source of information ☐ define the role of advertising as part of media presentation					
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Primary School Curriculum

English Language Arts– P6

Department of Education
Bermuda
2006



**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: English Language Arts

Subject Code: P6 EL

Time Allotted: 450 min/wk

RATIONALE

Language is fundamental to all aspects of thinking, communicating, and learning. It is the foundation upon which all other subjects are built. The proper development of language at the preschool and primary levels facilitates learning, which occurs at the Middle School and Senior School.

The Preschool/Primary English Language Arts Curriculum provides students with the opportunity to explore the various components of language: - reading, writing, listening, speaking, viewing and thinking. It equips them with literary and communication skills allowing them greater ability to function in our society. Teachers use various methods to present the curriculum. Literacy skills are taught in several content areas using thematic units. They emphasize the use of current technology in written and oral communication. As a result, students will be encouraged to become life-long learners.

PRIMARY SIX (P6) REQUIREMENTS

The requirements for this level are as follows:

Performance Assessment - oral reading - oral presentation - two interviews - role playing - penmanship	30%
Product Assessment Portfolio to include: - eight writing samples - four graphic organizers - four book reports - one research paper/project - reading log	30%
Written Assessment - selection tests - module test - mid-year test - end-of-year test - spelling test - quizzes	40%
Total	100%

MATERIALS OF INSTRUCTION (Adopted Text)

Scholastic. Scholastic Literacy Place (Gr3). New York: Scholastic Inc., 2000.

PHASE B OUTLINE

P4 Module Titles A -G	P5 Modules Titles A -G	P6 Modules Titles A -G
A. Reading Strategies 40 - parts of a book - paragraph features - phonological awareness - syllable patterns - pronunciations - word meaning - synonyms/antonyms - multi-meaning words	A. Reading Strategies 40 - newspaper in Education - spelling patterns - word structure - syntax - context clues - curriculum content - vocabulary	A. Reading Strategies 40 - newspapers in Education - spelling patterns - word origins - experimental work study - technology usage - current events - thesaurus - context clues - multi meaning words
B. Comprehension 110 - character - plot - setting - main idea/details - cause/effect - inference - conclusions	B. Comprehension 110 - prediction - conclusions - inference - main idea/details - summarizing - compare/contrast - plot - setting	B. Comprehension 110 - steps in a process - sequence - mood - metaphor - authors purpose - categorizing - paraphrasing - cause and effect - conflict resolution - point of view
C. Literature 40 - genre variety - comic strips - diaries - simile - personification - illustrations - culture	C. Literature 40 - genre variety - newspaper article - magazine article - simile - metaphor - personification - culture	C. Literature 40 - genre variety - interview - authors purpose - idioms - onomatopoeia - imagery - exaggeration - culture

D. Writing Strategies 50 - writing process - capitalization - punctuation - contraction - sentence types - compounds - D'Nealian cursive - comparatives/superlatives	D. Writing Strategies 50 - writing process - commas in a series - quotations - possessive nouns - pronoun referents - avoid double negatives - multi syllabic words - irregular verbs - frequently misspelled words	D. Writing Strategies..... 50 - writing process - dialogue - possessives - prepositional phrases - compound predicates - orthographic patterns - opera, closed, hyphenated compounds - often confused words - frequently misspelled words
E. Writing Composition 80 - various purpose - poetry - narrative - letter - descriptive writing	E. Writing Composition 80 - various purposes - journal - poetry - memoir - reports - character profile - expository writing - reflection	E. Writing Composition 80 - dictation - reflections - mapping text - evaluate scripts - journals - descriptive narrative - figurative language - biographical sketch
F. Speaking and Listening . 40 - questioning - responding - discussing - summarizing - inferencing - giving directions	F. Speaking and Listening .. 40 - predicting - persuading - paraphrasing - evaluating information - foreign words - jargon/slang	F. Speaking and Listening .. 40 - to gather information - making judgments - expanding vocabulary - interviewing - colloquialism - dialect - foreign words and phrases - critiquing - analyzing information
G. Processing Information and Mass Media 40 - research skills - organize data - operate tape recorder TV & VCR - taped interview	G. Processing Information and Mass Media 40 - research skills - graphic interpretation - operate multi-media - equipment - analyze data - critique data - photo essay	G. Processing Information and Mass Media 40 - outline - organize - synthesize - compose document - card catalogue - operate - analyze and critique data - video sequence story - overhead presentation

Subtotal 400	Subtotal 400	Subtotal 400
Optional Time <u>50</u>	Optional Time <u>50</u>	Optional Time <u>50</u>
Total Minutes 450	Total Minutes 450	Total Minutes 450

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒

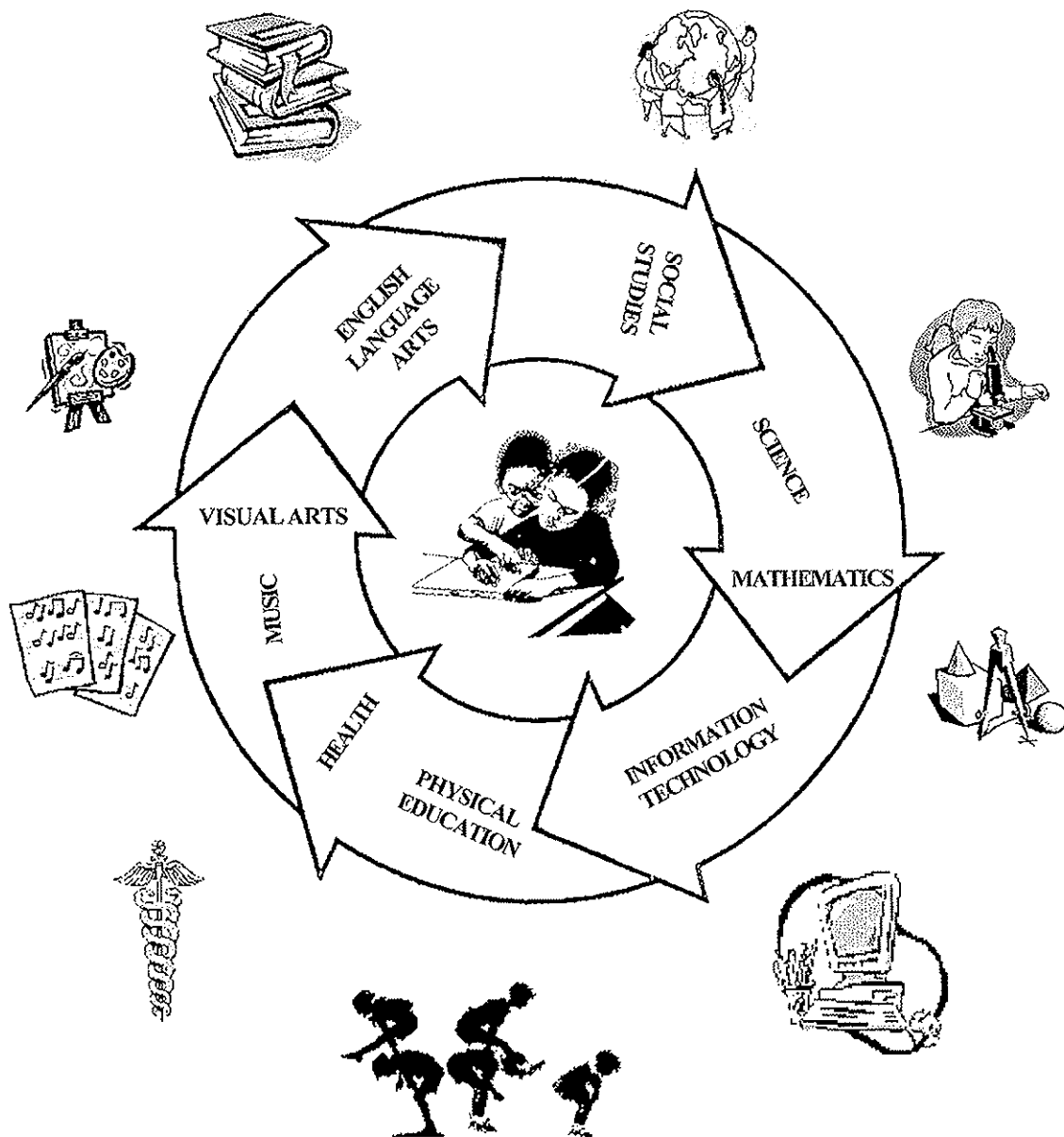
English Language Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x		x
		2.2	Competence		x	x	x	x	x	x
		2.3	Usage		x	x	x	x	x	x
		2.4	Audience		x	x	x	x	x	x
		2.5	Research		x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

A - Reading Strategies
 B - Comprehension
 C - Literature
 D - Writing Strategies

E - Writing Composition
 F - Speaking and Listening
 G - Processing Information and Mass Media



Module A

ENGLISH LANGUAGE ARTS

Module Title: Reading Strategies

Sequence Reference: P6 EL-A

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Performance Standards & Strand

Strategic Reading EL.P6.R

1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Word Analysis & Vocabulary

- R1a** Know meanings of word parts (prefixes, suffixes, roots)
- R1b** Use double meanings and multiple meanings of words
- R1c** Recognize high frequency words as they relate to other words, synonyms/antonyms
- R1d** Use a variety of strategies to determine words in context
- R1e** Demonstrate understanding of the meaning of new words encountered in independent reading, compound words
- R1f** Recognize word meanings encountered in reading antonyms, synonyms, homonyms
- R1g** Apply knowledge of sentence structure and context
- R1h** Locate information in reference sources

Meaning of Text/Reading Comprehension

- R1i** Identify important facts/details
- R1j** Draw texts together to compare/contrast themes, characters and ideas
- R1k** Make perceptive and well-developed connections
- R1l** Note underlying themes or messages; identify main ideas
- R1m** Make and support inferences
- R1n** Make and support warranted and responsible assertions about the text
- R1o** Summarize and synthesize significant ideas in a text
- R1p** Draw conclusions about contexts, events, characters, and settings
- R1q** Determine cause and effect/sequence of events

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- demonstrates an awareness of print
- apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words
- develop and extend vocabulary
- use grade appropriate resources to locate meanings, pronunciation, and derivation of unfamiliar words
- identify sensory details and figurative language
- identify and show the relevance of foreshadowing clues
- identify rhyme and rhythm, repetition, similes, and sensory images in poems
- locate facts that answer the reader's questions
- identify and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations)
- identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary)
- makes perceptive and well-developed connections
- read a variety of texts and incorporates new words into oral and written language
- determine the meaning of unknown words using their context
- identify the meaning of common root words to determine the meaning of unfamiliar words
- determine meanings of words and alternate word choices using a dictionary or thesaurus
- recognize and use words with multiple meanings and determine which meaning is intended from the context of the sentence
- use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies)
- read with a rhythm, flow, and meter that sounds like everyday speech (prosody).

Module Title: Reading Strategies	Sequence Reference: P6 EL-A
Performance Standards & Strand	
Strategic Reading EL.P6.R	
1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.	
Assessment Indicators:	Curriculum Objectives & Content Detail:
The student will produce evidence that demonstrates understanding of: <u>Word Analysis & Vocabulary</u> R1a Know meanings of word parts (prefixes, suffixes, roots) R1b Use double meanings and multiple meanings of words R1c Recognize high frequency words as they relate to other words, synonyms/antonyms R1d Use a variety of strategies to determine words in context R1e Demonstrate understanding of the meaning of new words encountered in independent reading, compound words R1f Recognize word meanings encountered in reading antonyms, synonyms, homonyms R1g Apply knowledge of sentence structure and context R1h Locate information in reference sources	At the end of this module, students will: • print awareness - parts of a book/newspaper, correct spelling, paragraph features • letter sound relations - digraphs, blends, long vowel sounds - diphthongs, spelling patterns - variant vowels, letter-sound correspondences • use letter-sound knowledge to decode written English and use a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning • pronunciation/decoding - roots and base words - prefixes, suffixes - blends, dictionary meanings - word origins, syllabication - multiple meanings • vocabulary development - knowledge of syntax and context - synonyms, antonyms, homonyms, homographs - spelling patterns - etymology - compounds - contractions - multi-syllables - current events - curriculum content - regular/irregular words - experiential word study - dictionary - glossary - table of contents and index - thesaurus - technology usage

Module Title: Reading Strategies

Sequence Reference: P6 EL-A

Recommended Instructional Strategies:

- word webbing
- semantic mapping
- graphic organizers
- buddy reading (pairs)
- word charts
- homonym & homograph show boards
- synonym trees and flowers
- word charts, strips with illustrations, colour and calligraphy
- brainstorm multi-syllabic words noting spelling patterns
- word building games
- word building puzzles
- word searches
- shared reading
- read-talk-write
- discuss key words
- self-correct and self monitor
- act the word out
- concept definition
- mind sketching
- vocabulary elaboration

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- student mini-lessons to show rules, patterns, related words
- posters and signs
- personal dictionary of new words
- reading analysis interviews
- running records
- informal checklists
- taped oral reading
- observations
- anecdotal records
- portfolios
- student conferences
- word searches
- quizzes
- cloze procedures

Module Title: Reading Strategies

Sequence Reference: P6 EL-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- running records
- common core test
- portfolios
- end-of-unit test
- word list
- Terra Nova
- end-of-year test
- selection tests

Special Resources:

(materials, equipment & community involvement)

- chart paper
- index cards
- overhead projector
- scissors
- felt boards
- CD player
- tape recorder
- letter cards
- play dough
- flip chutes
- pocket charts
- computers
- Elmo machine
- cassette tapes
- dictionaries
- magazines
- magnetic letters
- newspaper (NIE)

References - Teacher:

System Wide Teacher's Edition e.g. Scholastic Literacy Place

Suggested Supplementary Resources

- Literacy Place Handbook
- Scholastic Literacy Place
- Teachers Edition Grade 5
- Dictionaries
- Guided Reading - Fountas & Pinnell
- Word Matters - Irene C. Fountas & Gay Su Pinnell
- Literacy - J. David Cooper
- Guided Reading Teachers Guide
- Newspaper NIE
- Strategies to engage the mind of the reader
- Reading in the Content Areas - Rachel Billmeyer

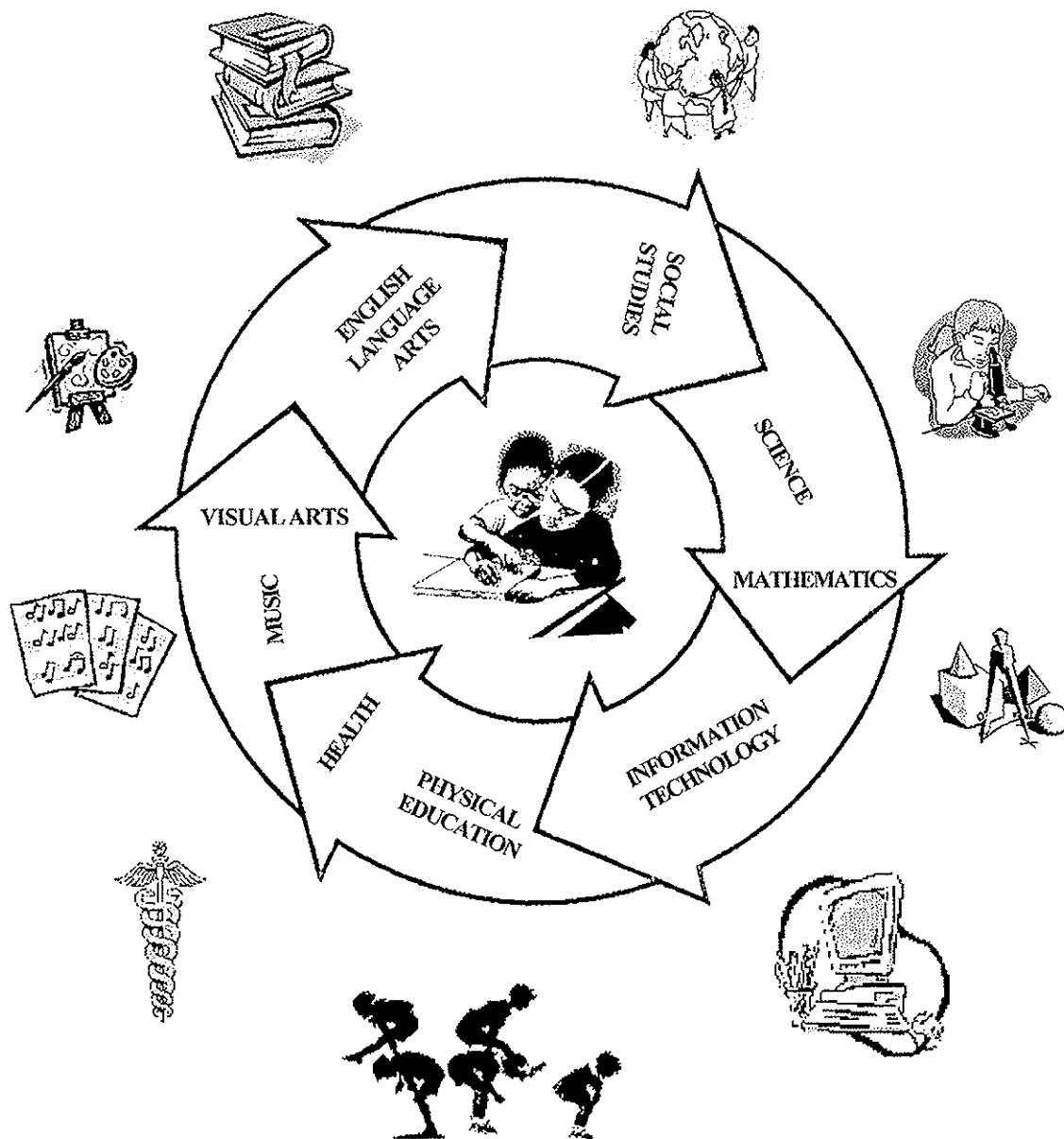
References - Student:

System Wide - Student Text e.g. Scholastic Literacy Place
Suggested Supplementary Resources

- Scholastic Guided Reading Books
- Smart Place Technology Box
- Oxford Children's Modern Classics - Oxford Press
- Dictionaries
- Newspaper in Education. (NIE)

Glossary:

- Concept – definition – describe what the new word is, what it is not, examples of the new word, facts about the new word
- Mind sketching – sketch what the word really means; share the sketch with your peer.
- Vocabulary elaboration – record new words and analyze them for all their different meanings
- Etymology: study of the origin of words
- Student Mini-Lessons: students demonstrate the rules and patterns of words



Module B

ENGLISH LANGUAGE ARTS

Module Title: Comprehension

Sequence Reference: P6 EL-B

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Performance Standards & Strand

Comprehension of Informational Text (I)

1. The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes.
2. The student will demonstrate competence in the reading and use of documents and procedural text.
3. The student will demonstrate competence in the reading and use of persuasive text.

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Expository

- I1a** Use structure to retrieve information
- I1b** Compare observations of author to their own observations
- I1c** Identify purpose and main points
- I1d** Distinguish fact from opinion
- I1e** Detect Bias
- I1f** Summarize information
- I1g** Make connection between print and non-print text (e.g., article and photograph or illustration)
- I1h** Read and make connections to expository text about Bermudian culture/life
- I1i** Identify important facts and details in informational text

Document and Procedural

- I2a** Identify use of transitional words
- I2b** Follow instructions and directions
- I2c** Identify sequence of activities needed to carry out a procedure
- I2d** Locate specific information
- I2e** Interpret details from the text
- I2f** Analyze clarity of text features and content

Suggested texts:

- Graphs
- Diagrams
- Brochures
- Schedules

At the end of this module, students will:

- relate prior knowledge and personal experiences with a variety of text in order to construct meaning
- analyze story elements
- utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature
- make connections to build understanding
- evaluate and extend meaning
- refer to text, restate or summarize information
- compare and contrast themes, characters, and ideas
- support ideas about text with convincing evidence
- distinguish fact from opinion or fiction
- summarize main ideas and supporting details
- distinguish cause/effect relationships
- identify themes and lessons in folktales, tall tales, and fables
- identify and analyze the elements of plot, character, and setting in stories read, written, viewed or performed
- identify the speaker of a poem or story
- make judgments and inferences about setting, characters and events and supports them with elaborating and convincing evidence from the text
- identify similarities and differences between the characters or events and theme in a literary work and he actual experiences in an author's life
- identify and use knowledge of common organizational structures (e.g. chronological order, cause and effect).

Module Title: Comprehension

Sequence Reference: P6 EL-B

Performance Standards & Strand

Comprehension of Informational Text (I)

1. The student will demonstrate competence in the reading and use of informational (expository) text for a variety of purposes.
2. The student will demonstrate competence in the reading and use of documents and procedural text.
3. The students will demonstrate competence in the reading and use of persuasive text.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Persuasive

I3a Determine an author's position (i.e., what is the author arguing), providing supporting evidence from the text

Suggested texts:

- *Advertisements*
- *NIE editorials*
- *Feature articles*
- *Photo-Essays*
- *Newspaper articles*

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- establish purpose for reading
- make inferences
- make prediction
- compare and contrast
- draw conclusions
- distinguish similarities and differences
- fiction and non-fiction
- Understand and Analyze
 - character
 - setting
 - plot
 - conflict resolution
 - theme
 - genre
 - author's purpose
 - mood
 - point of view
 - sequencing
 - dramatization
 - fact and opinion
 - main idea
 - supporting detail
 - paraphrasing
 - retelling
 - summarizing
 - questioning
 - cause and effect
 - fact/opinion
 - graphic organizers
 - fiction and non-fiction
 - conflict resolution

Module Title: Comprehension

Sequence Reference: P6 EL-B

Recommended Instructional Strategies:

The teacher will enhance instruction by utilizing the following:

- a variety of texts
- K-W-L
- story mapping
- character maps
- Venn diagrams
- 5 W charts
- main idea table
- time line
- graphs
- charts
- illustrations
- photographs
- cooperative groups
- jigsawing
- reading logs
- response journals
- reading to , with and by children
- mime
- group discussions
- power point
- shared reading
- guided reading
- read aloud
- independent reading
- collaborative
- oral reports
- sequence chains
- clustering
- photo essay
- partner reading
- book talks
- literature circles

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- author's purpose
- retelling
- observations
- anecdotal records
- portfolios
- informal check list
- book reports
- graphic organizers
- open-ended questions and responses
- conferences
- selection tests
- check lists
- comprehension checklist
- rubrics
- performance test
- self/peer assessment
- journals/literacy logs
- book reviews
- multiple choice questions

Module Title: Comprehension

Sequence Reference: P6 EL-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- book reports
- selection tests
- B.E.A.P.
- Terra Nova
- projects
- unit tests
- reproduction and innovation of text (diorama, photo essays, show boards, video presentations)
- oral presentations
- end-of-year test
- poster reports
- constructed responses

Special Resources:

(materials, equipment & community involvement)

- internet
- books
- cassette tapes
- chart paper
- magazines
- tape recorder
- T.V. guides
- computer hardware
- laminator machine
- computer hardware & software
- reproductions: dioramas, show-boards, video presentations, photo essays
- letter cards
- felt boards
- overhead projector
- dictionaries
- cereal boxes
- flyers
- TV and VCR/DVD player
- book binders
- recipes
- magnetic letters
- index cards
- flip chutes
- play dough
- travel guides
- telephone directory
- menus
- comic strips
- Elmo machine

References - Teacher:

System Wide Text e.g. Literacy Place Grade 5
Suggested Supplementary Resources

- Graphic Organizers - Kris Flynn – Rigby benchmark
- Guided Reading - Fountas & Pinnell - mark
- Lifetime Guarantee - Shelly Harwayne
- Literacy Place Assessment kit
- Literacy - Su Pinnell
- Mentor video
- Teacher workbooks
- Strategies to Engage the Mind of the Reader – Rachel Billmeyer

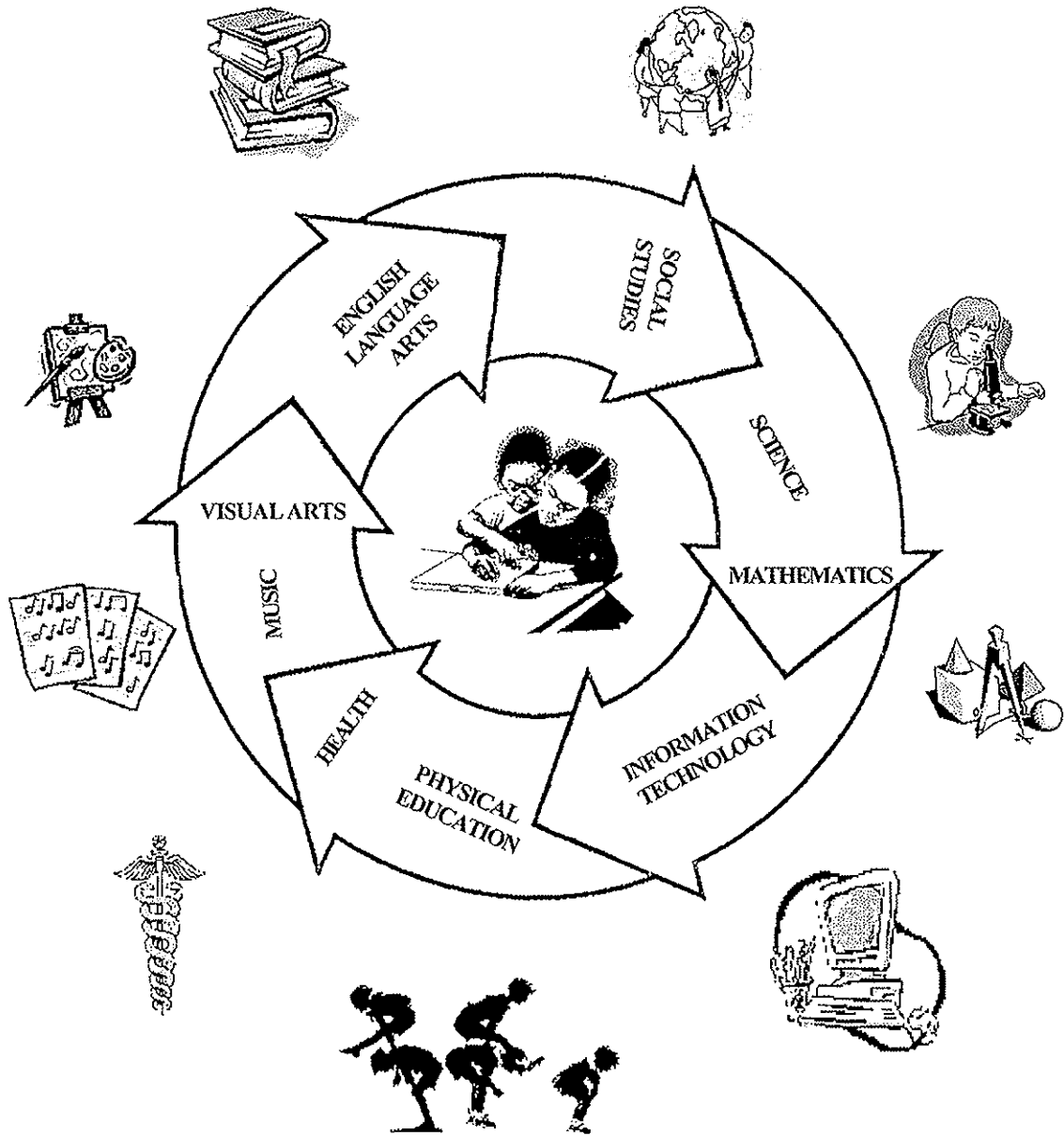
References - Student:

Suggested Supplementary Resources
System Wide Text
Scholastic Literacy Place Student Anthology

- Scholastic Guided Reading Books
- Smart Place CD ROM
- Dictionaries
- Thesauruses
- Variety of genre
- Classroom libraries sorted by author, genre and theme

Glossary:

- Cluster: graphic organizer used to share information after brainstorming a topic
- Diorama: a shoe box turned sideways exhibiting a scene from a story
- *Other Instructional Strategies are defined and illustrated in the attached appendix.
- K.W.L.: what we know / what we want to know / what we have learned
- Constructed responses short and long answers using rubrics
- Photo essay



Module C

ENGLISH LANGUAGE ARTS

Module Title: Literature

Sequence Reference: P6 EL-C

Time allotted: 1 hour Reading workshop daily

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Performance Standards & Strand

Comprehension of Literary EL.P6.L

1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Literary Elements and Devices

- L1a** Identify the author's purpose
- L1b** Identify the point of view (i.e., the perspective from which the story is being told)
- L1c** Identify the basic motivation of a character
- L1d** Identify stereotypical characters as opposed to fully developed characters
- L1e** Critique the degree to which a plot or setting is contrived or realistic
- L1f** Recognize theme(s) in a literary text
- L1g** Recognize literary devices (e.g., simile, metaphor, personification, onomatopoeia, sensory details, exaggeration)
- L1h** Recognize how literary devices contribute to the meaning of text
- L1i** Identify and explain the effect of author's word choice in a literary text

Characteristics of Various Genre

- L2a** Identify the characteristics of fiction (e.g. movement through time, imaginative elements) present in a literary work
- L2b** Identify the characteristics of literary nonfiction (e.g., figurative language), and how they contribute to the text
- L2c** Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem
- L2d** Identify elements of drama (e.g., dialogue, stage directions, scenes, acts) and how they contribute to the play

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- read, listen to and respond to a variety of literature
- read and analyze contemporary and classical literature that represents as diversity of authors, illustrators and cultures
- identify themes that recur amongst different authors
- analyze the author's point of view
- critique the plot in the story
- draw conclusions and make inferences about characters, setting, plot, events, etc.
- examine different genres
- clarify challenging works
- read aloud, accurately (in the range of 95%)
- identify and analyze the elements of setting, characterization and conflict in plot
- identify and analyze the structural elements particular to dramatic literature (plays, skits, etc.) film
- relate a literary work to information about its setting (historical or cultural)
- identify and analyze imaginary, figurative language, rhythm or flow when responding to literature
- identify and analyze the authors' use of dialogue and description
- apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated

Performance Standards & Strand

Comprehension of Literary EL.P5.L

1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Literary Elements and Devices

- L1a** Identify the author's purpose
- L1b** Identify the point of view (i.e., the perspective from which the story is being told)
- L1c** Identify the basic motivation of a character
- L1d** Identify stereotypical characters as opposed to fully developed characters
- L1e** Critique the degree to which a plot or setting is contrived or realistic
- L1f** Recognize theme(s) in a literary text
- L1g** Recognize literary devices (e.g., simile, metaphor, personification, onomatopoeia, sensory details, exaggeration)
- L1h** Recognize how literary devices contribute to the meaning of text
- L1i** Identify and explain the effect of author's word choice in a literary text

Characteristics of Various Genre

- L2a** Identify the characteristics of fiction (e.g. movement through time, imaginative elements) present in a literary work
- L2b** Identify the characteristics of literary nonfiction (e.g., figurative language), and how they contribute to the text
- L2c** Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem
- L2d** Identify elements of drama (e.g., dialogue, stage directions, scenes, acts) and how they contribute to the play

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- text types and structures
 - comic routine
 - Profiles, Interview
 - Newspaper Articles, magazines articles
 - Travel guides
 - Poetic fiction
 - T.V. scripts
 - diaries
 - fine art
- genre
 - fiction, non-fiction
 - fables, legends, myths and tales, poetry
- literary terms:
 - descriptive languages, similes, metaphor, personification, foreshadowing, hyperbole
 - drafts, sensory words
 - maps, onomatopoeia
 - imagery, exaggeration
 - idioms, dialogue
 - humour, graphic devices
 - flashback
 - sequencing
- culture:
 - characters
 - language
 - customs
- compare and contract
 - venn diagram

Module Title: Literature	Sequence Reference: P6 EL-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• SQ3R • think-pair-share • K-W-L • 5 W charts • character maps • Bermuda • Venn diagram • dramatization • modeling • cooperative groups • illustrations • response journals • readers theatre • mime • group discussions • shared reading • read aloud • independent reading • collaborative • oral report • U.S.S.R. • puppetry • D.E.A.R. • reading logs • literature circles • book talks • genre chart • book reviews • debates • audio-visual presentation	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • story retelling • portfolios • reading logs • response journals • self, peer, teacher evaluation • graphic organizer • venn diagram • written reports • oral reports • story maps • open-ended responses • multiple choice questions • essays • access prior knowledge • book reviews • rubrics • checklists multiple choice

Module Title: Reading Literature

Sequence Reference: P6 EL-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- portfolios
- exhibition
- multiple choice
- open-ended responses
- end-of-unit test
- module test
- book report
- oral report
- end-of-year test

Special Resources:

(materials, equipment & community involvement)

- student made books
- a variety of books
- tape recorder
- T.V., VCR, Videos, DVD
- journals
- props
- library centre
- audio-tapes
- chart paper
- CD player
- computer software
- author's chair
- rugs, pillows etc.
- system-wide text
- internet
- elmo machine
- Bermuda Public Libraries
- Bermuda books

References - Teacher:

System-wide text e.g. Literary Place Grade 5 Teacher's Ed.
Suggested Supplementary Resource

- a variety of texts
- trade books
- poetry books
- anthologies
- Teaching Multicultural Literary - Violet J. Harris
- The Child as Critic - Glenna Davis Sloan
- Around the Reading Workshop in 180 days- Frank Serafini with Suzette Serafini- Youngs

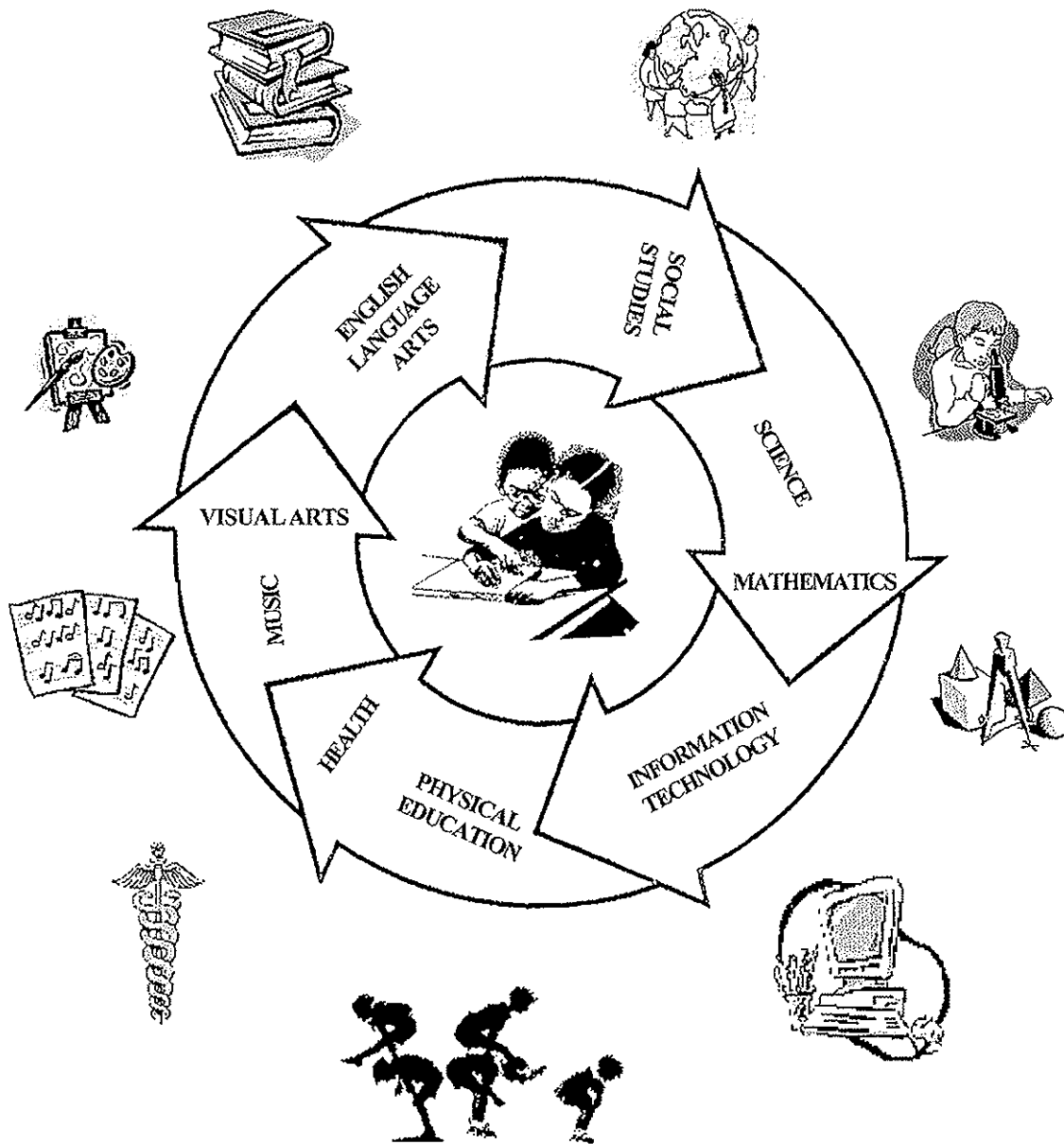
References - Student:

System-wide anthology e.g. Scholastic Literary Place Grade 5

- a variety of texts
- class library
- school and community library
- dictionary
- thesauruses
- encyclopedia
- Classroom libraries sorted by author, theme and genre

Glossary:

- D.E.A.R.: Drop Everything and Read
- U.S.S.R.: Uninterrupted Sustained Silent Reading
- SQ3R – Summarize, question, R __, R. __, R __



Module D

ENGLISH LANGUAGE ARTS

Module Title: Writing Strategies

Sequence Reference: P6 EL-D

Time allotted: Writing Workshop 1 hour

PHASE A			PHASE B			
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Performance Standards & Strand

Language Usage EL.P6.U

- The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Grammar and Conventions of Standard English Language

- U1a** Capitalize Proper Nouns, Titles of people, Titles of Books, Letter parts, first word in sentence, first word in quotations
- U1b** Punctuate using periods, question marks, exclamation marks
- U1c** Punctuate using periods with abbreviations
- U1d** Punctuate using apostrophes with contractions and possessives
- U1e** Punctuate with commas with items in a series, in an address, in dates, in a compound sentence
- U1f** Use quotation marks and comma with dialogue
- U1g** Use subject-verb agreement with simple subject
- U1h** Use forms of adjectives
- U1i** Use appropriate tenses including present, past and future
- U1j** Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs)
- U1k** Identify special usage of double negatives
- U1l** Use subject and predicates in sentences
- U1m** Use spelling correctly in patterns and words

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- engage in the writing process
- use appropriate conventions of print, grammar, and spelling to convey ideas
- generate and expand writing vocabulary
- capture the reader's attention using a variety of strategies
- include vivid details to develop the story
- create characters and plots that are complex
- use tension
- suspense
- dialogue
- foreshadowing
- flashback
- provide facts and details where necessary
- develop effective closings with a variety of endings
- select a focus and creates an organizing structure
- select a point of view based on purpose, genre expectations, audience, length and format requirements
- use appropriate structures to ensure coherence (transition words, sentence length etc.)
- exclude extraneous details and inappropriate information
- describe or analyze a subject
- use a variety of sources to draw from

Performance Standards & Strand

Language Usage EL.P6.U

1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

Assessment Indicators:

Curriculum Objectives & Content Detail:

The student will produce evidence that demonstrates understanding of:

Grammar and Conventions of Standard English Language

- U1a** Capitalize Proper Nouns, Titles of people, Titles of Books, Letter parts, first word in sentence, first word in quotations
- U1b** Punctuate using periods, question marks, exclamation marks
- U1c** Punctuate using periods with abbreviations
- U1d** Punctuate using apostrophes with contractions and possessives
- U1e** Punctuate with commas with items in a series, in an address, in dates, in a compound sentence
- U1f** Use quotation marks and comma with dialogue
- U1g** Use subject-verb agreement with simple subject
- U1h** Use forms of adjectives
- U1i** Use appropriate tenses including present, past and future
- U1j** Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs)
- U1k** Identify special usage of double negatives
- U1l** Use subject and predicates in sentences
- U1m** Use spelling correctly in patterns and words

At the end of this module, students will:

- adapt style, drafting, make notes, outlines
 - pre-writing activities
 - listing, webbing, brainstorming, graphic organizers
 - revising detail, editing/proof-reading, final drafting
- conventions of print:
 - publishing, cursive D'Nealian
 - capitalization (I, proper nouns, beginning of sentence)
 - punctuation
 - commas as boundaries, colon to signal lists
 - commas before speech
- marks:
 - dialogue, quotation marks, apostrophe
- grammar:
 - use parts of speech, complete sentences
 - singular and plural, forms, compound subjects/predicates
 - editing standard grammar
 - subject/verb agreement, irregular/regular plurals
 - adjectives and adverbs, many sentence type, pronouns
 - conjunctions, apostrophes in contractions, and possessives, prepositional phrases
- spelling:
 - CVC, silent e, one syllable with blends
 - inflectional endings, r, controlled vowels
 - orthographic patterns, resources for correct spelling
 - conventional spelling; multisyllabic words
 - contractions, compounds, homonyms
 - open/closed syllables
 - words ending with -tion and -sion
 - often confused words, frequently misspelled words
 - verb to noun, vowels, related words, word families

Module Title: Writing Strategies	Sequence Reference: P6 EL-D
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• model writing • shared writing • interactive writing • journal writing • self/peer revision • conferencing • editing checklist • author's chair • graphic organizers • scaffolding • utilize T.A.P. in drafts • writer's notebook • independent writing • writing workshop • discussion of a variety of topics • mini-lessons • utilize computer graphics • word walls • word banks/charts • use mentor texts • use touch tone texts	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • writing rubrics BEAP (references) • spelling tests • portfolios • anecdotal record • conferences • self reflection • legibility • writing with a pen • dictation • writing sample (beginning of year) • diagnostic narrative pre-assessment • graphic organizers • high frequency words • words from other languages • roots, prefixes, suffixes • abbreviations • experiential vocabulary • content area vocabulary • synonyms • antonyms • metaphors • similes • sensory words • idioms • onomatopoeia • analogies • dictionary use • current events • word origins • word parts • jargon/slang

Module Title: Writing Strategies

Sequence Reference: P6 EL-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- unit test
- end of year
- system-wide-test e.g. Literacy Place
- B.E.A.P.
- K.T.E.A.
- writing rubrics
- Terra Nova

Special Resources:

(materials, equipment & community involvement)

Assessments given at the end of a module where the data is used to generate grades.

- black and white boards
- chalk
- markers
- pencils
- sand
- easels
- chart paper
- paints
- graphic organizers
- play dough
- variety of construction paper
- book binding machine
- felt board
- magnetic letters
- cursive alphabet
- black/blue ink pens
- elmo machine

References - Teacher:

System-wide Teacher's Ed. e.g. Scholastic Literacy Place

Suggested Supplementary Resources

- The Art of Teaching Writing, Lucy McCormick Calkins
- Creating Classrooms for Authors, Harste, Short, Burke
- Helping Students Revise Their Writing, Marianne Tully
- Read! Write! Publish!, Barbara Fairfax and Adela Garcia, Creative Teaching Press
- A Writing Workshop
- Dancing with the Pen, Ro Griffiths et al
- Expository Writing, Tara Mc. Carthy
- Narrative Writing, Tara Mc. Carthy
- Descriptive Writing, Tara Mc. Carthy
- Teaching Spelling, Faye Bolton and Dianne Snowball
- Spelling Instruction, Jo Phenix/Doreen Scott-Dunne
- Language Arts Mini Lessons, Joan Clemmons/Lois Larse,
- alphabet chart (wall/banner)
- Bermuda Public Education Language Art Standards (Binder: September 2002)

References - Student:

System-wide-students text

- dictionaries
- editing wall charts
- thesaurus
- internet
- writer's workshop(computer)
- encyclopedia
- computer software and hardware
- variety of books
- alphabet chart (sheet)
- and related resources

Glossary:

K.T.E.A.: Kaufman Test for Educational Assessment

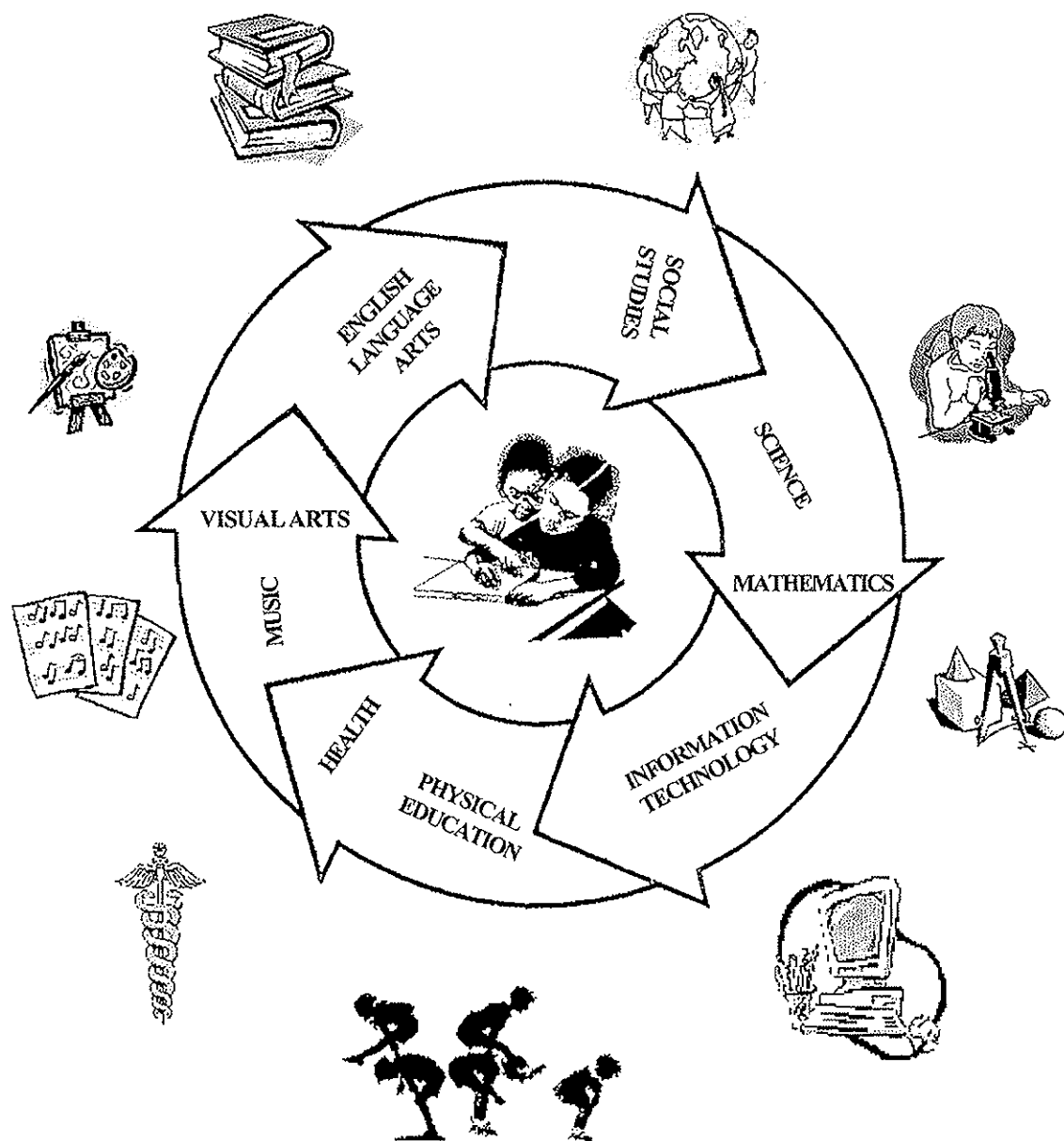
Scaffolding: the process of supporting students in any aspect of reading or writing. This may include questioning, modeling, etc.

T.A.P.

Topic

Audience

Plan



Module E

ENGLISH LANGUAGE ARTS Grade 6

Module Title: Writing Composition

Sequence Reference: P6 EL-E

Time allotted: Writing Workshop 1 hour

PHASE A			PHASE B			
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Performance Standards & Strand

Writing W EL.P6.W

1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Compose Writing

- W1a** Compose a short story that has character(s), setting, plot, and movement through time and change
- W1b** Create a sequence of events
- W1c** Develop a plot using appropriate strategies (e.g., elaboration of details, suspense, emotions of characters)
- W1d** Create organizational structure appropriate to a short story
- W1e** Provide a sense of closure to the story

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- engage in the writing process
- create text collaboratively and independently, utilizing a variety of forms for a wide range of audiences and purposes.
- Create a point of view
- develop plot, setting, conflict and a range of strategies to enhance the work
- describe, analyze or develop complex characters
- make judgments that are interpretive, analytic, evaluative, or reflective
- use a range or appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote
- support judgments through references to the text, references to other works, authors, or non-print media, or references to personal knowledge
- use notes or other memory aids to structure an individual presentation
- shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members
- shape content and organization according to availability of information in resource materials
- provide a sense of closure to the writing
- develop interpretations that exhibit careful reading and demonstrate an understanding of the literary work
- address reader concern
- support a position with relevant evidence
- state a clear position in support of a proposal
- connect text to those that have been read aloud and use language and concepts from those texts in writing
- connect writing to authentic experiences and meaning

Module Title: Writing Composition

Sequence Reference: P6 EL-E

Performance Standards & Strand

Writing W EL.P6.W

1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

Assessment Indicators:

The student will produce evidence that demonstrates understanding of:

Compose Writing

- W1a** Compose a short story that has character(s), setting, plot, and movement through time and change
- W1b** Create a sequence of events
- W1c** Develop a plot using appropriate strategies (e.g., elaboration of details, suspense, emotions of characters)
- W1d** Create organizational structure appropriate to a short story
- W1e** Provide a sense of closure to the story

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- Forms of Writing
 - Narrative Account
 - Report Writing
 - Narrative Procedure
 - Response to Literature
 - Expository Writing
 - Persuasive Writing
- purposes:
 - recording ideas, reflections
 - predictions, sequencing
 - mapping text, linking sections
 - conveying feeling, summarize data
 - plan and conduct interviews
 - dictate/write messages labels, notes, captions, charts
 - discover, develop, record problem solve, refine
 - communicate, influence, inform
 - entertain, recount/topics, evaluate scripts
 - write own versions of fables, myths, plays
 - select and use, references
 - review and edit, community competitions
- variety of forms:
 - poetry
 - journals
 - stories
 - notice
 - letters
 - books
 - plays
 - summary
 - newspaper
 - articles
 - interviews
 - memoirs
 - diary
 - descriptive
 - narrative
 - dialogue
 - expository
 - suspense
 - figurative
 - language
 - cartoon strips

Module Title: Writing Composition

Sequence Reference: P6 EL-E

Recommended Instructional Strategies:

- modeling
- shared writing
- independent writing
- computer graphics
- graphic organizers
- peer coaching
- journal writing
- conferencing
- publishing books
- author's chair
- cooperative grouping
- debating
- intergenerational reading
- power point presentations
- writer's notebook
- dramatization
- story telling
- retelling
- interactive writing
- speech delivery
- writing workshop
- mini lesson

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- questioning
- observing
- rubrics
- portfolios
- tests
- self-reflection
- conferencing
- anecdotal records
- writing samples
- diagnostic narrative sample
- spelling tests

Informal Assessment

- performance assessment using rubrics
- self and peer assessment
- journals and literacy logs
- conferences
- teacher self-assessment
- forms and checklists

Formal Assessment

- unit tests
- end of year tests
- vocabulary tests
- spelling tests
- placement tests
- using the results to determine mastery further instructional strategies

Module Title: Writing Composition

Sequence Reference: P6 EL-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- portfolios
- rubrics
- unit test
- end of year test
- system-wide tests e.g, Terra Nova, Bermuda Supplement etc.

Special Resources: (materials, equipment & community involvement)

- variety of paper
- paint
- markers
- field trips
- assembly productions/events
- senior citizens
- writing tools
- crayons
- magazines
- computer hardware and software
- newspapers
- elmo machine

References - Teacher:

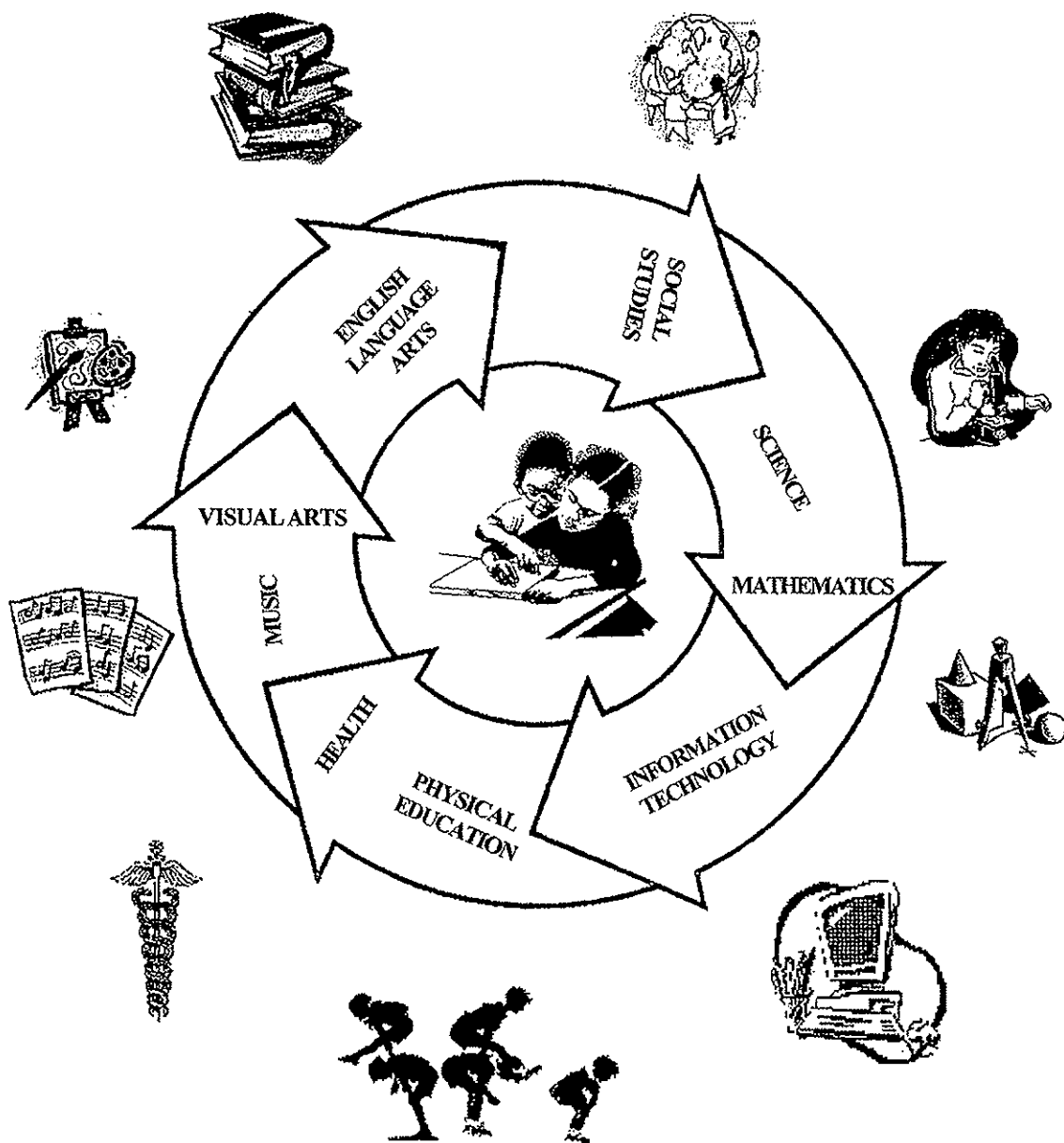
- Wondrous Words by Kati Wood Ray
System-wide Teacher's Ed. e.g. Literacy Place
- refer to **Writing Strategies Module** for detailed reference list
 - smart place technology/software/hardware
 - Teaching Poetry - Jacqueline Sweeney
 - Establishing Writer's Workshop (NCEE)
 - Writer's Workshop Resources

References - Student:

- System-wide-text e.g. Literacy Place
- smart place
 - computer software/hardware
 - classroom libraries sorted by theme, author and genre

Glossary:

Intergenerational Writing Buddies: Seniors or other age groups that work with a specific group of students



Module F

ENGLISH LANGUAGE ARTS

Module Title: Speaking and Listening Time allotted: 40 min/wk	Sequence Reference: P6 EL-F						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
Subgoal Emphasis: 1.1 - 1.6 Reading and Literature 2.2 - 2.5 Writing 3.1 - 3.3 Speaking and Listening 4.1 - 4.3 Processing Information and Mass Media	Content Focus: - Reading - Writing - Speaking - Listening - Thinking - Viewing						
Curriculum Objectives: At the end of this module, students will: • speak for a variety of audiences and purpose and respond appropriately • listen for a variety of purposes and appreciate the diversity of language • initiate new topics in addition to responding to adult-initiated topics • ask relevant questions • respond to questions with appropriate elaborations • confirm understanding by paraphrasing the adult's directions or suggestions • display appropriate turn-taking behaviors • solicit another person's comment or opinion • offer own opinion forcefully without dominating • give reasons in support of opinions expressed • clarify, illustrate or expand on a response when asked to do so • project a sense of individuality and personality in selecting and organizing content, and in delivery • listen to and view various forms of text and media in order to gather and share information, persuade others and express and understand ideas • paraphrase the understanding				Content Detail: • purpose - discussions, sharing ideas, directions, instruction – announcements, informing, questioning/answering, persuading, expanding vocabulary, problem solving, critiquing, role play, comprehending, interpreting, analyzing, evaluating, responding, gathering information, demonstrating correct body posture, anticipating outcome (predicting) making judgements, inferencing • demonstrate skills - interviewing, reporting, requesting, providing, dramatic/readers' theatre, choral speaking, role play/historical event, assess response, facts/opinions, language traditions, foreign language words and phrases • speaking skills - attention to content detail, volume and pitch, tone, rate of speaking, proper grammar, eye contact, extend vocabulary, turn taking • responses - paraphrasing, extending vocabulary, clarifying, summarizing, critiquing, following directions, organizing facts, analyzing information, evaluating information, interpreting information, making decisions, questioning/answering, drawing conclusions • listening skills - correct posture - eye contact - proper body language - forming sensory images - differentiating fact and fantasy • diversity of language - cultural appreciation - colloquialism - foreign words and phrases - jargon/slang - dialect - foreign words and phrases • participates in one to one conferences • participates in group meetings • prepares and delivers individual presentations			

Module Title: Speaking and Listening	Sequence Reference: P6 EL-F
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• modelling • role playing • tape/video recording • share various forms of genre • plays & skits • elocution • class discussion • reader's theatre • peer conferencing • teacher conferencing • book sharing e.g. book reports • oral reports • individual projects with an audience • think-pair-share • echo reading • interactive CD-ROM • K-W-L • literature circles • puppetry • debates • listening centre • read aloud • class meetings • retelling • book talk • cross curricular strategies • projects • presenting plays	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • check lists • rubrics • presentations • analysis/evaluations • giving directions/instructions • explaining a process • dictation • cross curricular assessment

Module Title: Speaking and Listening

Sequence Reference: P6 EL-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- checklist
- rubrics
- dictation

Special Resources: (materials, equipment & community involvement)

- | | | |
|---|----------------------|----------------------|
| • tape recorder | • puppets | • assemblies |
| • school plays | • CD ROM | • community speaker |
| • CD player | • construction paper | • head phones |
| • scissors | • PA system | • community speakers |
| • community involvement
(e.g. Spring into the Arts, circle time
plays, assemblies etc.) | | • elmo machine |

References - Teacher:

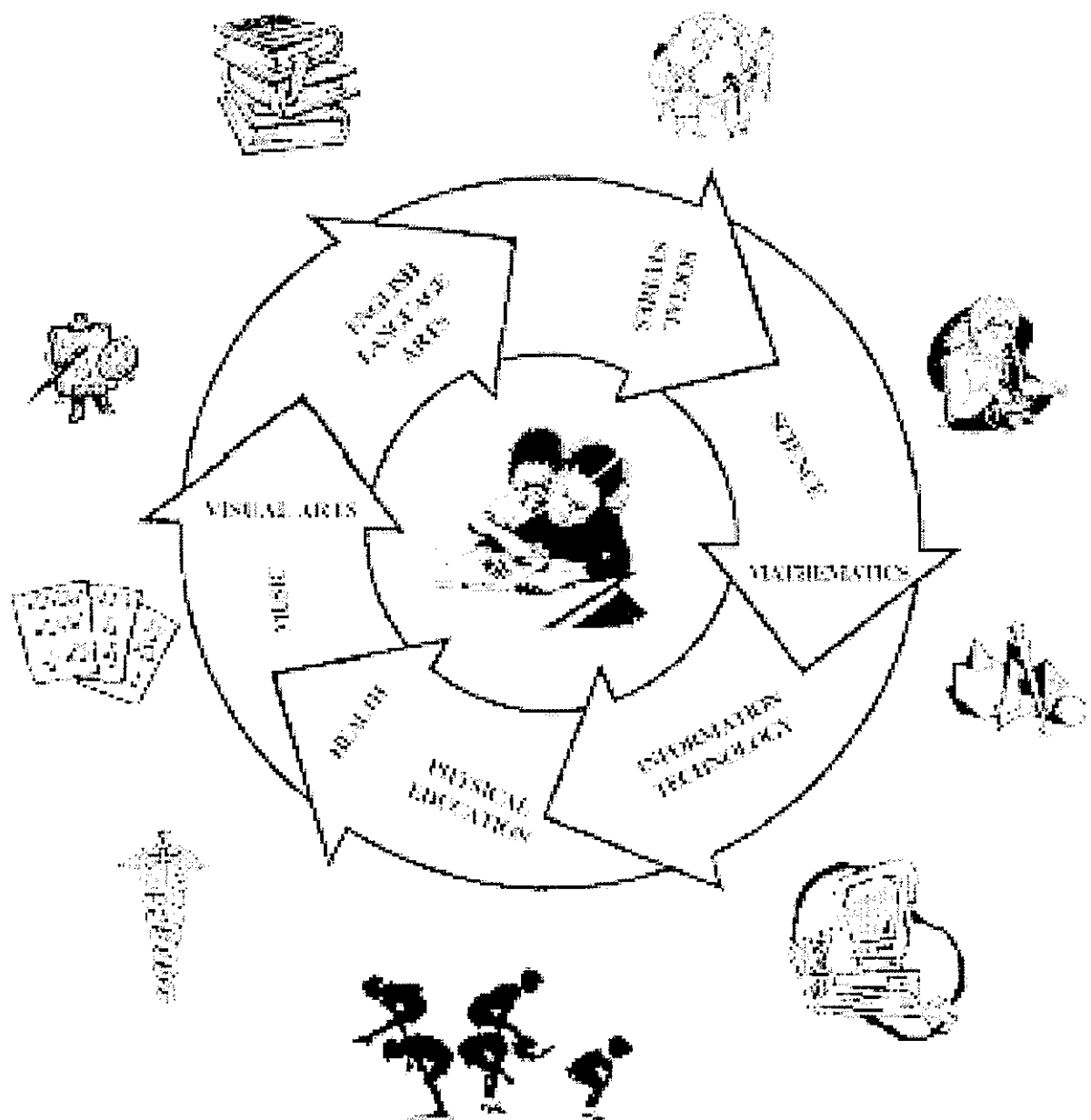
- System-wide teacher's edition of text eg. Literacy Place
- Oh Gawd, I Vish Dis Ig'rance Vud Stop! - J. Frith
 - The Story-teller's Start up Book - Margaret Read MacDonald
 - Respecting Our Differences - L. Duvall
 - Literacy – David Cooper
 - Teaching Poetry
 - The Child as Critic – Glenn-Davis-Slan
 - New Performance Standards
 - Bermuda Public Education Language Arts Standards

References - Student:

- System-wide Meet the Mentor tapes
- Story Tapes
- Book/video tape sets/DVD
- Smart Place

Glossary:

- Colloquialism: the use of informal or familiar language common to a culture (slang)
- Elocution: the art or style of expressive speaking
- Reader's theatre: a form of response in which children turn a story into a play



Module G

ENGLISH LANGUAGE ARTS

Module Title: Processing Information and Mass Media

Sequence Reference: P6 EL-G

Time allotted: 40 min/wk

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

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Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Processing Information and Mass Media

Content Focus:

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- conduct research on academic and personal interests, demonstrating competency in the basic use of print and non-print media
- critically analyze and evaluate non-print texts to apply then to problem solving and increasing personal understandings
- use multimedia to communicate and create print and non-print text
- form an opinion of the role of the media presentation
- determine the purpose of the media presentation
- critique the intent of the television, radio and film productions
- judge the extent to which media provides a source of entertainment as well as a source of information
- define the role of advertising as part of media presentation

Content Detail:

print:

- research skills
 - formulate questions, select information
 - paraphrase, outline, note taking
 - organize, synthesize, summarize ideas
 - compose document, cite sources/references
 - reports, graphic sources

library skills:

- locate specific areas, card catalogue

non-print:

- operate multimedia
 - TV, VCR, audio tape recorder, CD ROMs
 - computer, CD players
 - internet, interactive books, word processor
 - laser discs, scanner, digital camera, camera
- discuss/analyze
- comprehend data
- critique data
 - complete/incomplete, accurate/inaccurate
 - relevant/irrelevant, appropriate/inappropriate
 - fact/opinion, bias
- print:
 - reports
 - illustrations
 - posters, diagrams, dioramas, drawings, models
 - stories, books, letters, news articles, photo essays
 - shaped poetry, newspapers, newsletters
 - brochures(travel guides), maps, email messages
- non-print:
 - photo essays(story), video sequence story
 - taped interviews, overhead presentations
 - radio shows, slide presentations

Module Title: Processing Information and Mass Media	Sequence Reference: P6 EL-G
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• brainstorming topics, ideas • cooperative grouping • jigsaw • model formats • research questions • computer sessions • interest grouping • Think-Pair-Share • K-W-L • retrieve card catalogue files • interviewing • encyclopedia challenges(games) • webbing • charting • graphs • diagramming • peer group teaching • peer group sharing • field trips • investigating • categorizing • creating tableaux • cross-curricular strategies • viewing and listening to television, radio and film production • making informed judgments • data handling - interpret data using appropriate language - display data in variety of forms - compare and contrast data, form an opinion make predictions	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observations • scoring guides for projects • oral presentations • rubrics • teacher/student conferencing • peer evaluation • cross-curricular assessment • oral report • written report • weekly log

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- scoring guides
- exhibitions
- peer evaluation
- oral performance presentations
- student/group performances
- teacher/student conference
- portfolios

Special Resources:

(materials, equipment & community involvement)

- binders
- community resource
- museums, zoos
- T.V./VCR
- overhead projector and screens
- reference books
- internet
- CD's
- dictionaries
- chart card
- encyclopedias
- bulletin boards
- libraries
- computer
- videos
- folders
- CD ROMs
- markers
- show boards
- folders
- tape recorder
- camcorder
- aquariums
- Elmo machine
- NIE

References - Teacher:

System-wide Teacher Ed. e.g. Literacy Place Gr.5

- suggested supplementary references:
- encyclopedia
- libraries(class, community, school)
- internet access
- reference books, almanac
- journals-science texts
- historical texts, magazines, newspapers
- computer/software

References - Student:

System-wide student text e.g. Literacy Place Gr.5

- suggested supplementary references:
- encyclopedia, internet
- reference books/computer software
- newspapers, magazines
- community resources
- periodicals, journals

Glossary:

- Photo essay: a book or articles containing many photographs about one subject

**PRIMARY SIX (P6) ENGLISH LANGUAGE ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. READING STRATEGIES ☐ demonstrates an awareness of print ☐ apply phonetic strategies and structural analysis to decode and predict meaning of unfamiliar words ☐ develop and extend vocabulary ☐ use grade appropriate resources to locate meanings, pronunciation, and derivation of unfamiliar words ☐ identify sensory details and figurative language ☐ identify and show the relevance of foreshadowing clues ☐ identify rhyme and rhythm, repetition, similes, and sensory images in poems ☐ locate facts that answer the reader's questions ☐ identify and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations) ☐ identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary) ☐ makes perceptive and well-developed connections ☐ read a variety of texts and incorporates new words into oral and written language ☐ determine the meaning of unknown words using their context ☐ identify the meaning of common root words to determine the meaning of unfamiliar words ☐ determine meanings of words and alternate word choices using a dictionary or thesaurus ☐ recognize and use words with multiple meanings and determine which meaning is intended from the context of the sentence.			A. READING STRATEGIES (Cont'd) ☐ use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies) ☐ read with a rhythm, flow, and meter that sounds like everyday speech (prosody). B. COMPREHENSION ☐ relate prior knowledge and personal experiences with a variety of text in order to construct meaning ☐ analyze story elements ☐ utilize a variety of processes to convey understanding and foster an appreciation and positive attitude toward reading and literature ☐ make connections to build understanding ☐ evaluate and extend meaning ☐ refer to text, restate or summarize information ☐ compare and contrast themes, characters, and ideas ☐ support ideas about text with convincing evidence ☐ distinguish fact from opinion or fiction ☐ summarize main ideas and supporting details ☐ distinguish cause/effect relationships ☐ identify themes and lessons in folktales, tall tales, and fables ☐ identify and analyze the elements of plot, character, and setting in stories read, written, viewed or performed		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
B. COMPREHENSION (Cont'd) ☐ identify the speaker of a poem or story ☐ make judgments and inferences about setting, characters and events and supports them with elaborating and convincing evidence from the text ☐ identify similarities and differences between the characters or events and theme in a literary work and he actual experiences in an author's life ☐ identify and use knowledge of common organizational structures (e.g. chronological order, cause and effect). C. LITERATURE ☐ read, listen to and respond to a variety of literature ☐ read and analyze contemporary and classical literature that represents as diversity of authors, illustrators and cultures ☐ identify themes that recur amongst different authors ☐ analyze the author's point of view ☐ critique the plot in the story ☐ draw conclusions and make inferences about characters, setting, plot, events, etc. ☐ examine different genres ☐ clarify challenging works ☐ read aloud, accurately (in the range of 95%) ☐ identify and analyze the elements of setting, characterization and conflict in plot ☐ identify and analyze the structural elements particular to dramatic literature (plays, skits, etc.) film ☐ relate a literary work to information about its setting (historical or cultural) ☐ identify and analyze imaginary, figurative language, rhythm or flow when responding to literature			C. LITERATURE (Cont'd) ☐ identify and analyze the authors' use of dialogue and description ☐ apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated D. WRITING STRATEGIES ☐ engage in the writing process ☐ use appropriate conventions of print, grammar, and spelling to convey ideas ☐ generate and expand writing vocabulary ☐ capture the reader's attention using a variety of strategies ☐ include vivid details to develop the story ☐ create characters and plots that are complex ☐ provide facts and details where necessary ☐ develop effective closings with a variety of endings ☐ select a focus and creates an organizing structure ☐ select a point of view based on purpose, genre expectations, audience, length and format requirements ☐ use appropriate structures to ensure coherence (transition words, sentence length etc.) ☐ exclude extraneous details and inappropriate information ☐ describe or analyze a subject		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. WRITING COMPOSITION ☐ engage in the writing process ☐ create text collaboratively and independently, utilizing a variety of forms for a wide range of audiences and purposes. ☐ create a point of view ☐ develop plot, setting, conflict and a range of strategies to enhance the work ☐ describe, analyze or develop complex characters ☐ make judgments that are interpretive, analytic, evaluative, or reflective ☐ use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote ☐ support judgments through references to the text, references to other works, authors, or non-print media, or references to personal knowledge ☐ use notes or other memory aids to structure an individual presentation ☐ shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members ☐ shape content and organization according to availability of information in resource materials ☐ provide a sense of closure to the writing			E. WRITING COMPOSITON (<i>Cont'd</i>) ☐ develop interpretations that exhibit careful reading and demonstrate an understanding of the literary work ☐ address reader concern ☐ support a position with relevant evidence ☐ state a clear position in support of a proposal ☐ connect text to those that have been read aloud and use language and concepts from those texts in writing ☐ connect writing to authentic experiences and meaning F. SPEAKING AND LISTENING ☐ speak for a variety of audiences and purpose and respond appropriately ☐ listen for a variety of purposes and appreciate the diversity of language ☐ initiate new topics in addition to responding to adult-initiated topics ☐ ask relevant questions ☐ respond to questions with appropriate elaborations ☐ confirm understanding by paraphrasing the adult's directions or suggestions ☐ display appropriate turn-taking behaviors ☐ solicit another person's comment or opinion ☐ offer own opinion forcefully without dominating ☐ give reasons in support of opinions expressed		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
F. SPEAKING AND LISTENING ☐ clarify, illustrate or expand on a response when asked to do so ☐ project a sense of individuality and personality in selecting and organizing content, and in delivery ☐ listen to and view various forms of text and media in order to gather and share information, persuade others and express and understand ideas ☐ paraphrase the understanding G. PROCESSING INFORMATION AND MASS MEDIA ☐ conduct research on academic and personal interests, demonstrating competency in the basic use of print and non-print media ☐ critically analyze and evaluate non-print texts to apply then to problem solving and increasing personal understandings ☐ use multimedia to communicate and create print and non-print text ☐ form an opinion of the role of the media presentation ☐ determine the purpose of the media presentation ☐ critique the intent of the television, radio and film productions ☐ judge the extent to which media provides a source of entertainment as well as a source of information ☐ define the role of advertising as part of media presentation					

PROCESS WRITING

Students are required to write only two drafts (1st and final) as they progress through the various stages of the writing process.

These stages include:

1. **Prewriting**

- Brainstorming
- Organizational plan (i.e. Venn diagrams, outlines, webbing etc.)

2. **First Draft**

- Written with wide margins and well-spaced lines to accommodate the insertions, deletions and other changes which the writer wishes to make while proceeding through the Revision Stage and the Editing/Proofreading Stage.

N. B If a student wishes to write more than two drafts (perhaps because of an abundance of changes to the 1st draft) he/she ought to be allowed to do so.

3. **Revision**

- Can be done on the student's 1st draft
- Specific attention paid to content
- The acronym MESS is a successful technique to use at this stage

i.e.

M	-	<u>movability</u> – shifting words, sentences, etc. around
E	-	<u>expansion</u> – adding details, using modifiers
S	-	<u>sentence combining</u> – helping students develop a mature style of writing
S	-	<u>slotting</u> – substituting over-used words with more interesting ones.

4. **Editing/Proofreading**

- Can be done on the student's 1st draft
- Attention is focused on errors in spelling, grammar, punctuation, capitalization, word omissions, etc.

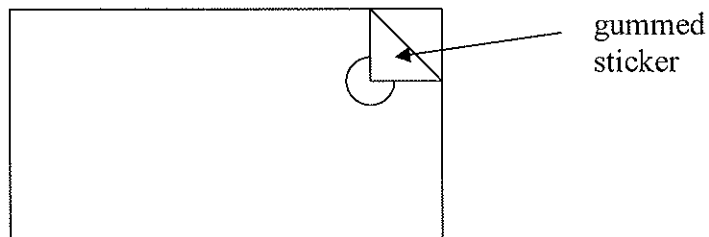
5. **The Final Draft**

- This is the last stage of the writing process, when work is ready for publication.

HOLISTIC SCORING GUIDELINES

1. Each writing sample is marked by two teachers.
2. The first teacher assigns a score of 1 to 4.
 - He/She writes that score in the top right-hand corner of the paper with his/her initials.
 - Then the corner of the paper is folded and taped to hide the mark.

e.g.



3. This paper is marked by another teacher who also initials the second mark.
4. The two marks are added together.
5. The total is the final mark.

NOTE: The two marks should vary by no more than 1 point.

e.g. 4 & 3 or 2 & 1

If there is a greater discrepancy, then the two teachers who marked (initialled) the sample should discuss the writing and reach a consensus.

e.g. 4 & 2 or 3 & 1 might become

3 & 3 or 2 & 2

The highest mark possible is 8.

The lowest mark possible is 2.

HOLISTIC SCORING RUBRIC

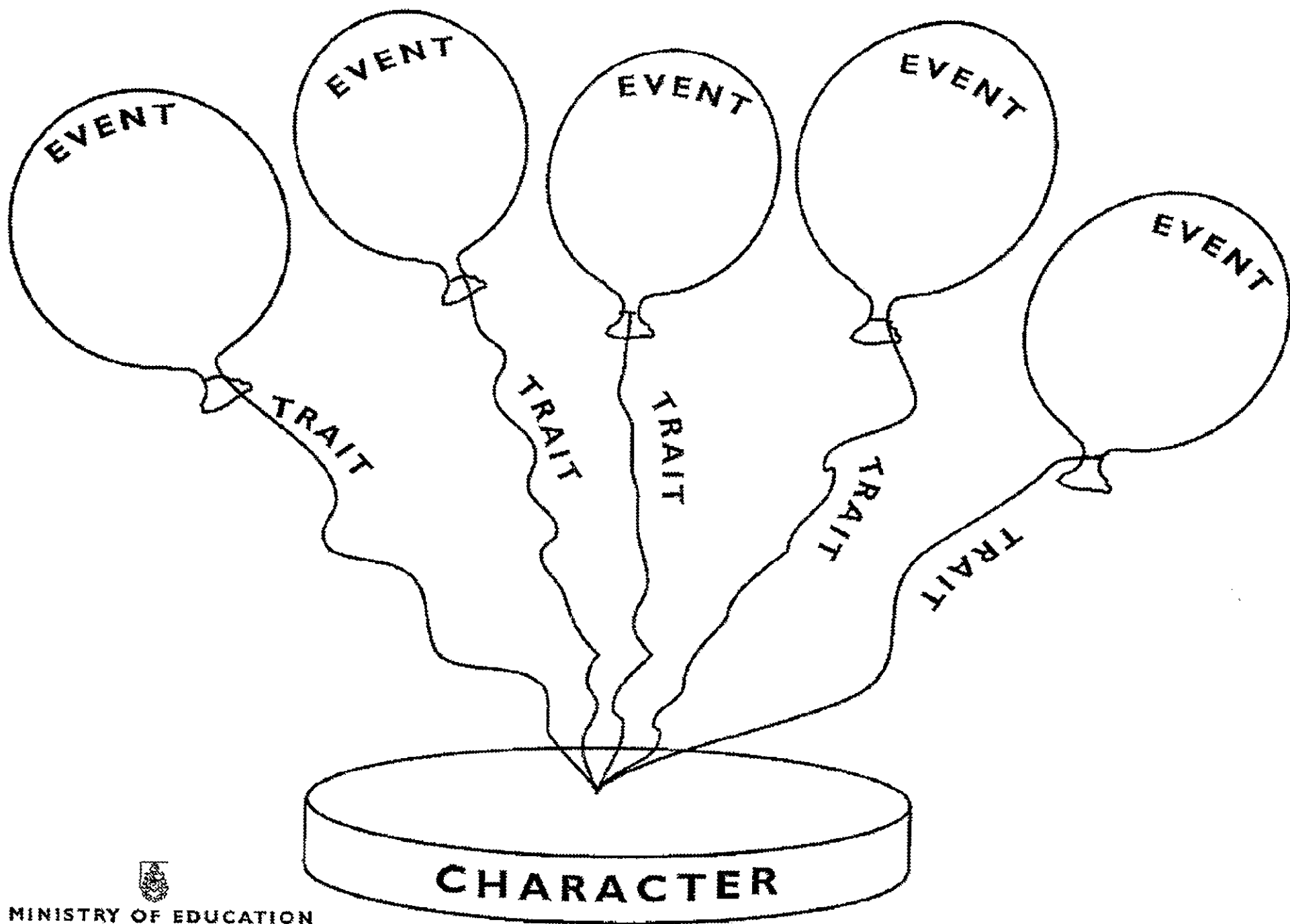
POINTS	CRITERIA
4	- writes on topic/excellent content - very good use of vocabulary - very vivid, imaginative - uses grammar, punctuation and capitalization correctly - good organization
3	- writes on topic/good content - adequate organization - less use of vocabulary - some mechanical problems that do not interfere with readability
2	- partial development of topic - lack of organization - mechanical errors that interfere with readability
1	- generally off-topic - almost no use of punctuation and capitalization - very poor sentence structure - no use made of vocabulary

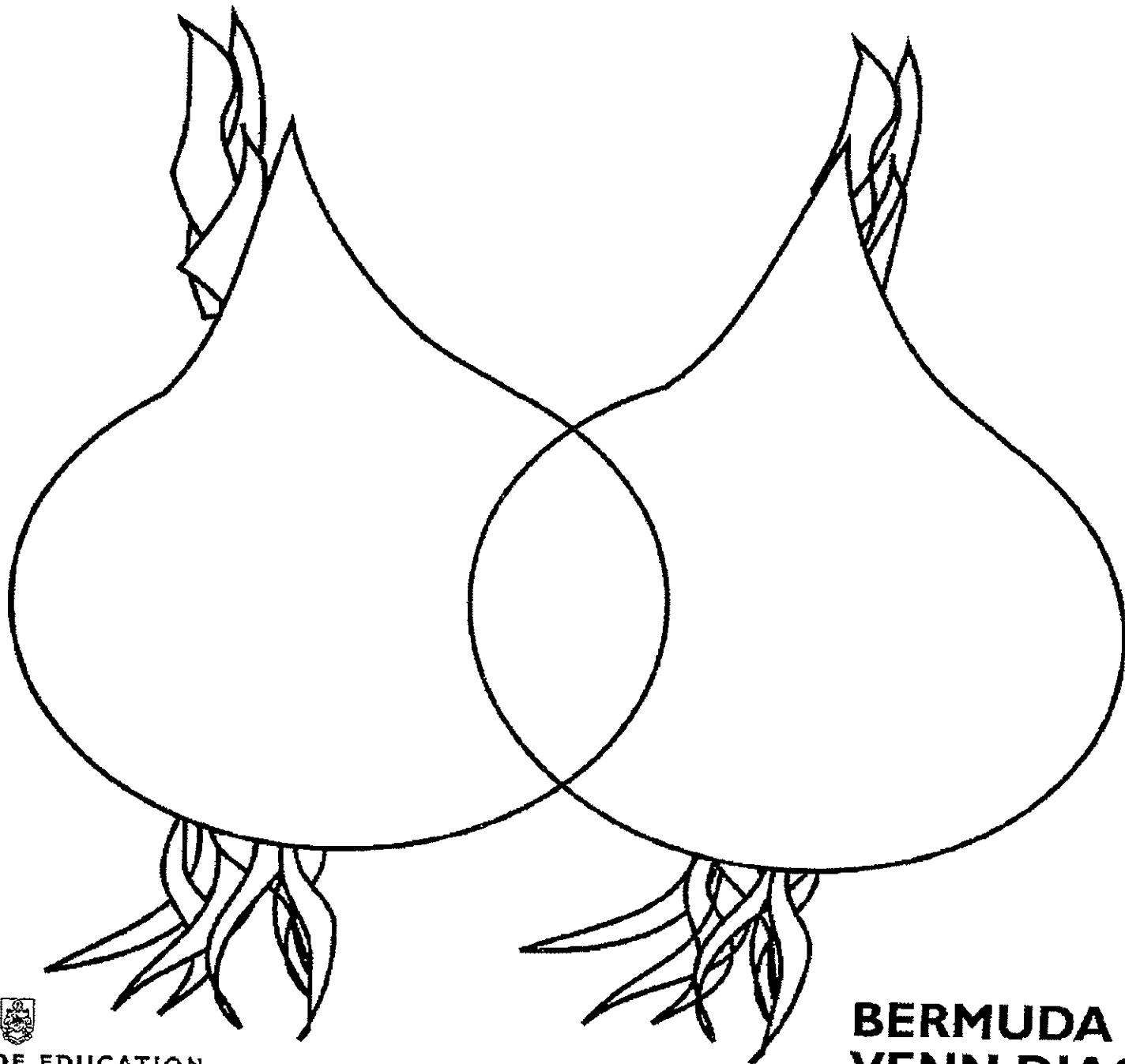
PRIMARY 2 & 3 WRITING RUBRIC

4	3	2	1
Your piece was fun to read.			
You planned what you said very well.	You planned what you said.	Your plan needs to be clearer.	You forgot to plan your story.
You used a lot of details.	You used some details.	You need more details.	Your details need to be arranged differently.
You used some great words.	Your words are good.	Some of your words are confusing.	Some of your words are confusing.
You remembered to use capital letters and periods.	You remembered to use capital letters and periods most of the time.	You forgot to end your sentences.	You forgot to end your sentences.

PRIMARY 4, 5 & 6 WRITING RUBRIC

4	3	2	1
You developed a logical plan. Your writing was well organized. You used coherent, creative ideas.	You developed the assigned topic. You used acceptable organization.	You attempted topic development. Your organization was weak.	You minimally addressed the topic. Your writing lacked a plan of organization.
You developed ideas fully. You used support material (e.g. examples, reasons, details, explanations etc.) that was relevant and appropriate.	You satisfactorily developed ideas through the use of adequate support material.	There was a weakness in your development of ideas with little use of support material(s).	You did not use support material in development of ideas. You used irrelevant material.
You showed skillful use of sentence variety.	You used some sentence variety.	You showed some sentence sense but little sentence variety.	Your sentences did not make sense.
You used specific, vivid language.	You used appropriate language.	You occasionally used inappropriate or incorrect language.	You frequently used inappropriate or incorrect language.
You made few or no mechanical errors.	You made mechanical errors which did not interfere with communication	You made mechanical errors, which did interfere with communication.	You made mechanical errors, which seriously interfered with communication.





A house-shaped story map template. The roof contains three sections: 'TITLE' in the center, 'AUTHOR' on the left, and 'ILLUSTRATOR' on the right. The main body of the house is divided into four sections: 'SETTING' (top left), 'CHARACTERS' (top right), 'PROBLEM' (bottom left), and 'SOLUTION' (bottom right). Each of these four sections contains a large central rectangle and two smaller vertical rectangles on either side, all with horizontal lines indicating writing space. A central door is located between the 'PROBLEM' and 'SOLUTION' sections, with the label 'NAME' positioned above it. The roofline is jagged, and the eaves have a decorative scalloped edge.

TITLE

AUTHOR

ILLUSTRATOR

SETTING

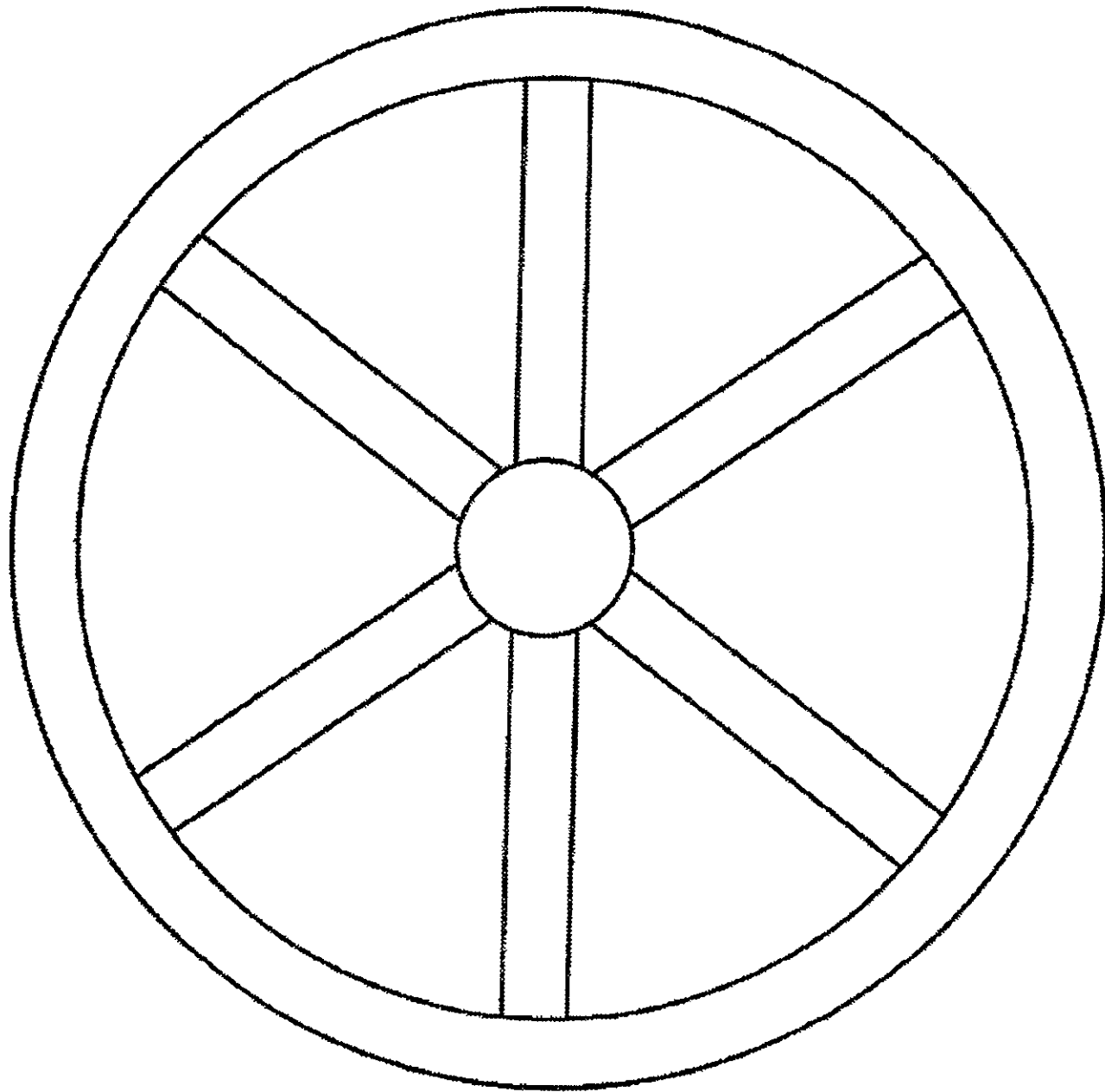
CHARACTERS

PROBLEM

NAME

SOLUTION





MINISTRY OF EDUCATION

CYCLE SEQUENCE WHEEL

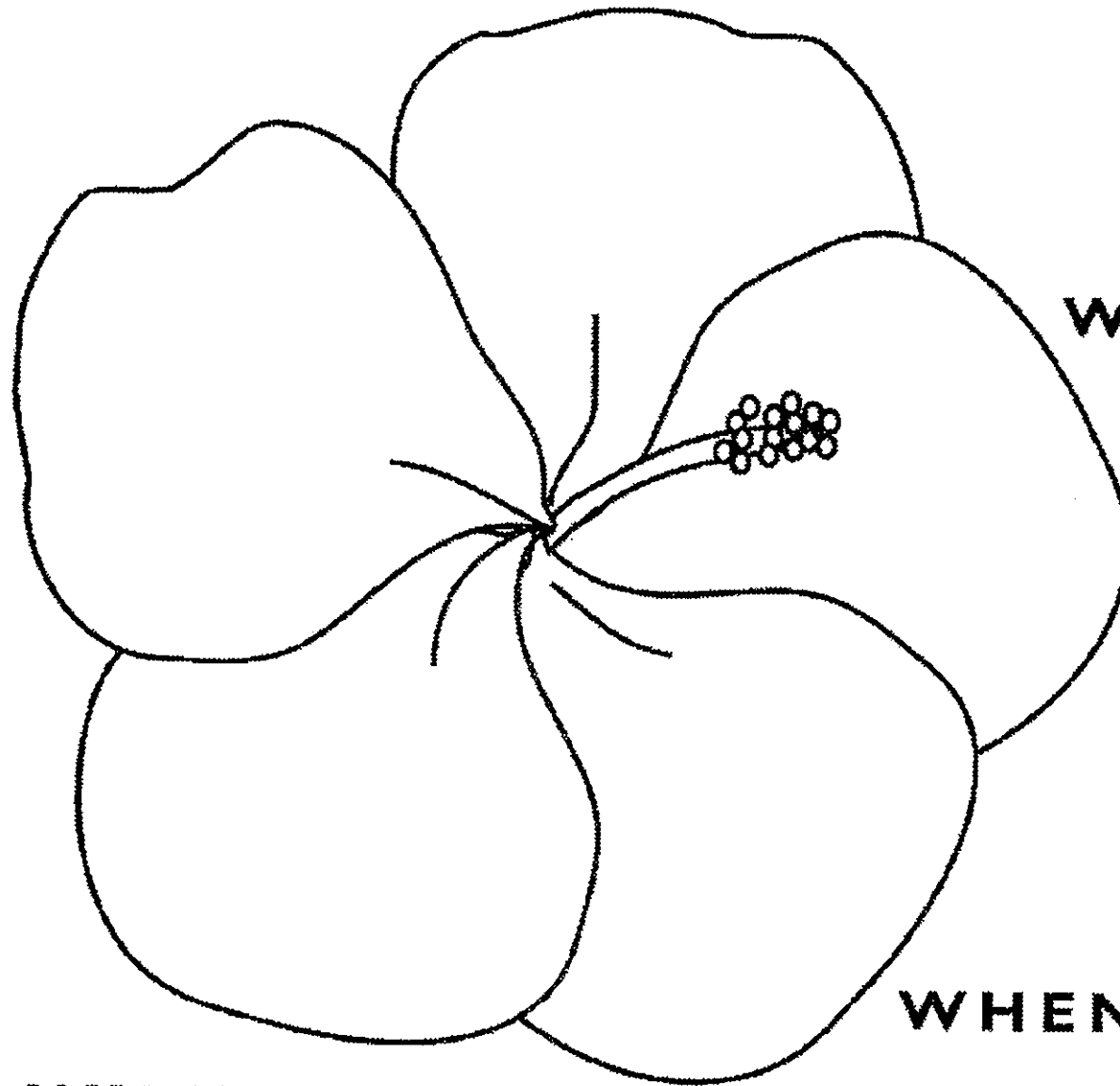
WHO

WHERE

WHY

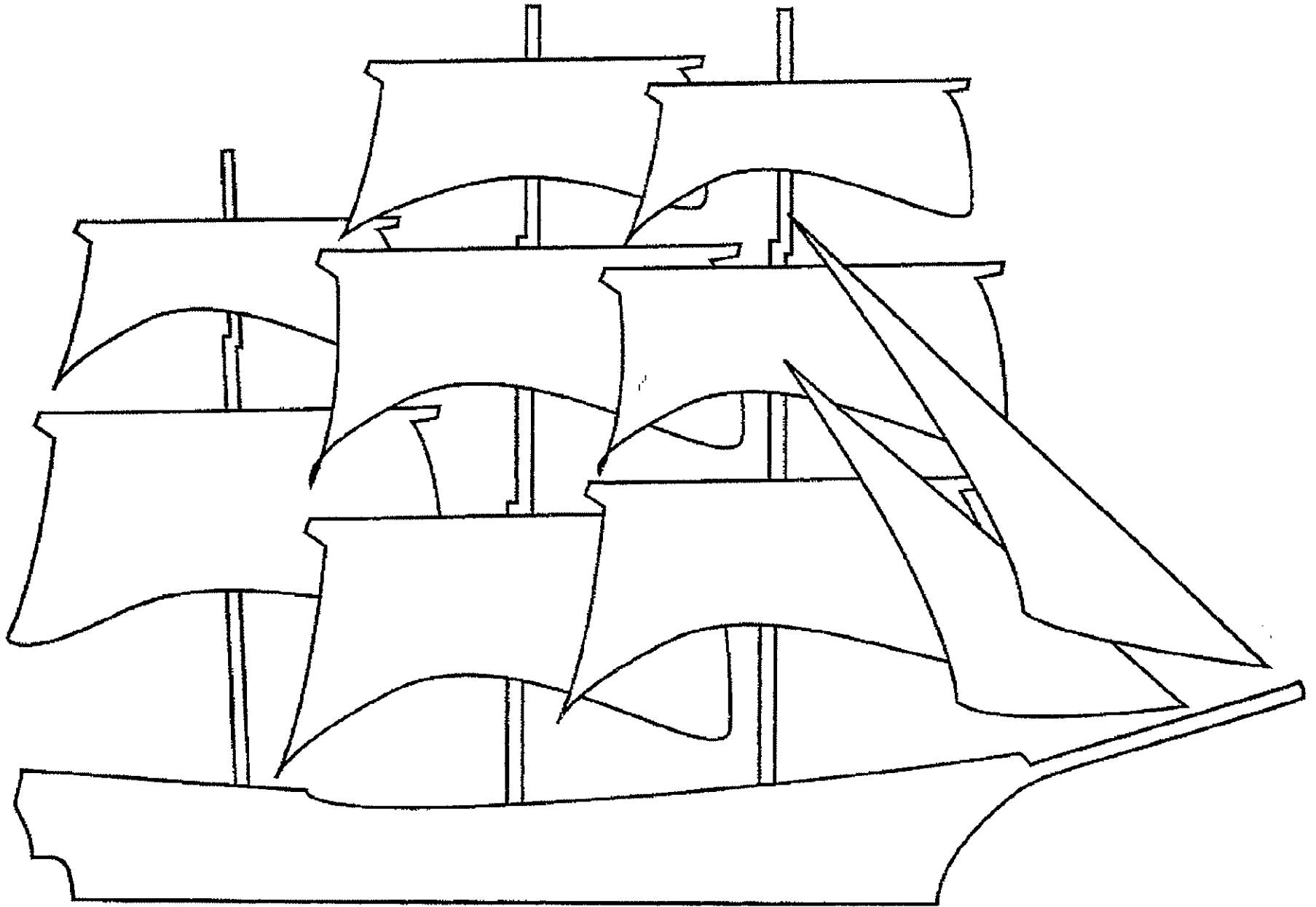
WHEN

WHAT



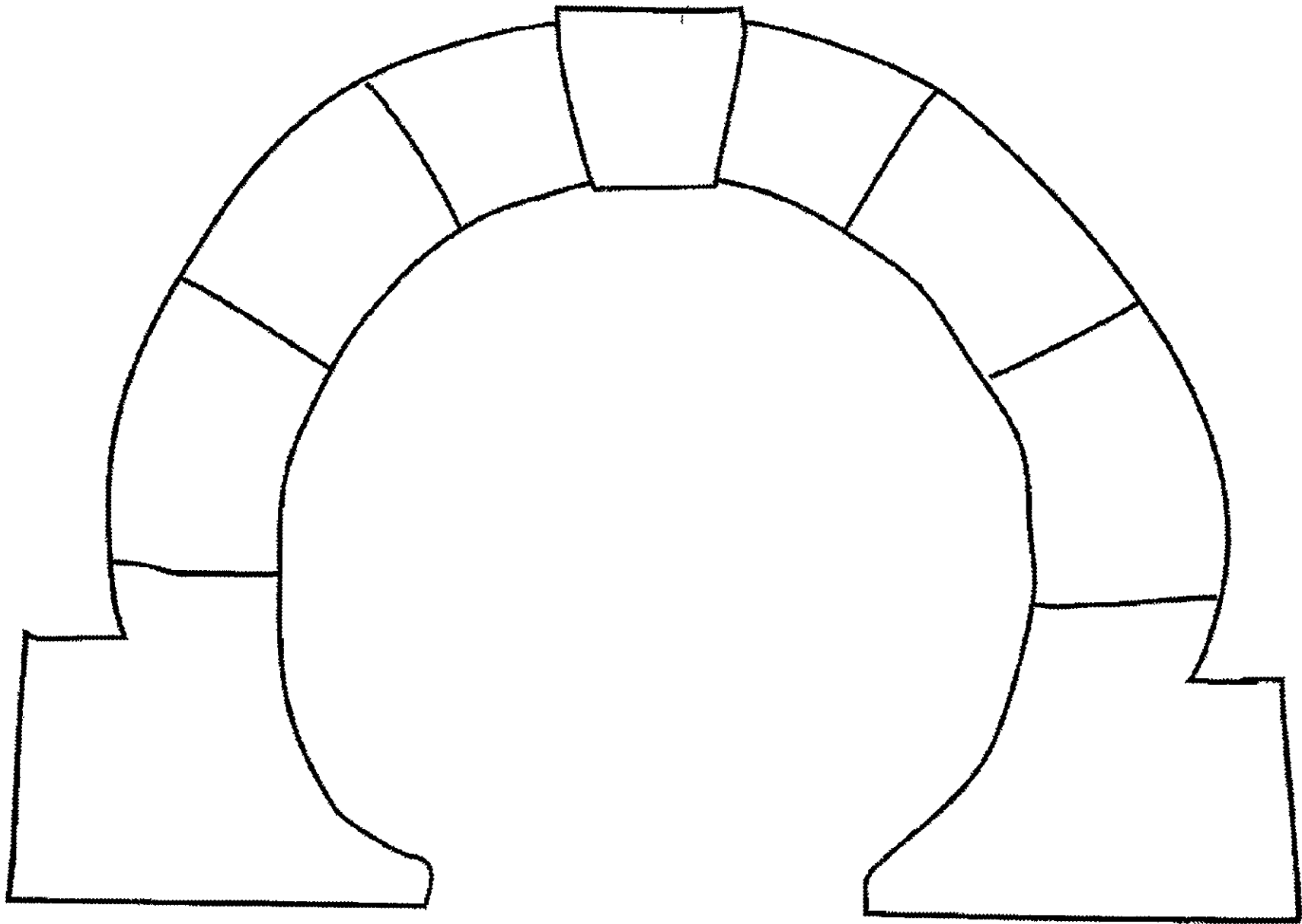
MINISTRY OF EDUCATION

5W HIBISCUS CHART



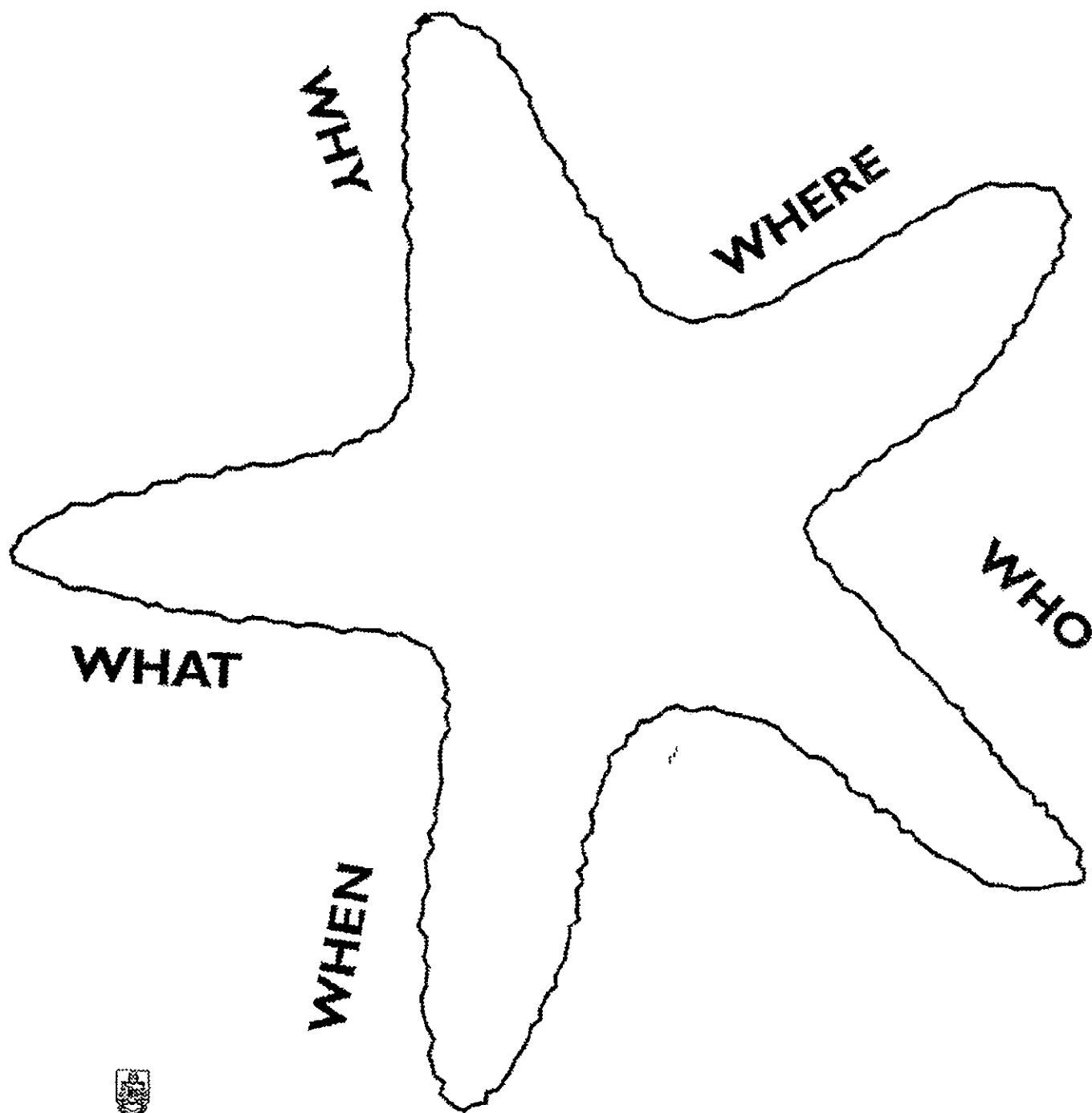
MINISTRY OF EDUCATION

TALL SHIP CLUSTER



MINISTRY OF EDUCATION

MOONGATE SEQUENCING CHART



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ASSESSMENT

SUPPORTS LEARNING

IN

BERMUDA SCHOOLS

CURRICULUM, INSTRUCTION & EVALUATION
Department of Education

BERMUDA

BERMUDA ASSESSMENT PLAN

The Ministry of Education provides schools with several types of tests to monitor students' progress towards becoming life-long learners and good citizens. Different measures are used to collect a full range of assessment evidence about students' capabilities to analyze information, to evaluate charts and graphs, and to devise solutions to problems.

People who can communicate well and have the ability to interpret complex problems will be highly valued in the future workplace. Testing results are one of the ways that the Ministry informs young learners and their parents about their progress towards developing the capabilities that will enable them to succeed.

Annual Assessment Schedule

Each June students write *TerraNova* Assessments for Primary School students in year 3 through 6. These measures include a full range of achievement tests covering Reading, Language and Mathematics. School principals evaluate the results as part of their School Improvement Plans looking for year-level and school wide weakness to guide curriculum plans for the year and identify areas of focus for staff development.

In June the Ministry requires schools to administer the Bermuda Educational Assessment Programme for P3 and P5 as a performance indicator for Mathematics and English Language Arts achievement. These tests are all developed in Bermuda by curriculum specialists with the assistance of classroom teachers. In Language Arts, students write an essay and take a spelling test. In Mathematics, students solve problems and answer sets of questions that ask them to calculate and apply mathematical concepts.

OUR BELIEFS ABOUT ASSESSMENT

Assessment strategies are the plans that teachers use to collect evidence about students' achievement in school. When teachers have a good understanding of how far students have come, then teachers are in a better position to guide them, as they become more able learners.

When teachers collect assessment information they may have different purposes in mind, but learning is the primary focus. There are seven basic assessment guidelines for educators:

1. The primary purpose of assessment is to improve student learning.
2. Assessment practices and policies are fair to all students.
3. Assessment supports learning even when it is designed for other purposes, such as accountability.
4. Teachers support learning by working together to improve assessment.
5. Community representatives participate in developing assessments.
6. There is a schedule to communicate clear assessment information.
7. Educators review progress toward assessment goals along with community people.

DEFINITIONS

Educators use the term, “assessment” to describe any plans and activities they use to monitor student achievement. Measuring, evaluating, and reporting are three components of assessment.

Assessment

For our system we define assessment to mean gathering information systematically to determine:

- What students know,
- What they are able to do,
- and what goals they are working toward.

Evaluation

We define evaluation to mean judging information systematically to determine student progress toward intended curriculum objectives. When teachers evaluate, they interpret assessment evidence compared to the intended curriculum and to the taught curriculum, so they may judge student progress. Evaluation helps students improve their learning when educators show learners their strengths and direct them in ways that develop their competencies.

Reporting

We define reporting to mean communicating information on student progress, especially to parents. In order to support student learning, parents need regular assessment updates on what their children have learned, what they can do, and what they are working toward. This communication may be verbal in personal interviews or in telephone conversations, but some reports must be in writing. Parents can be effective learning guides when educators give them clear information about student progress.

EXEMPLAR SCORING GUIDE*
Primary Levels 3-6
(0 - 4 Scale)

		EQUIVALENT	
Level	Definition	Letter	% mark
4	A very good performance • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative	A (VG)	80-100
3	A good performance • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions	B (G)	70-79
2	A satisfactory performance • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions	C (S)	60-69
1 (R)	A fair performance • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required	D (NI)	50-59
0 (R)	An unscorable performance • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required.	F (NI)	Below 50

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

This new perspective on assessment implies a **shift** in our practice

Decreasing emphasis on ----->Increasing emphasis on	
<i>Delivering curriculum</i>	<i>Enhancing learning</i>
Summative assessment which discounts further learning	Formative assessment which supports further learning
The assumption that learning can be represented or demonstrated in one way	The assumption that learning can and should be represented in a variety of ways
Teachers directing all curriculum planning and assessment	Learners participating in assessing their own progress and learning
Quantitative assessment and reporting (e.g., letter grades, test scores)	Qualitative assessment and reporting (e.g., conferences, systematic observations, conferences)
Comparing learners to each other and/or in relation to a pre-determined norm or standard	Learner's individual progress is based on pre-determined and explicit criteria

ASSESSMENT IN THE CLASSROOM

Assessment drives instruction. We must devise procedures and instruments which are "intelligence-fair" and which allow us to look directly at the kinds of learning in which we are interested.

- Howard Gardner

A. Developing and Choosing Appropriate Assessment Methods

Valid assessments provide students with achievement information that enables them to monitor their own progress toward learning objectives. Experienced educators develop their assessment plans at the same time that they plan how to teach. This coordinated planning helps ensure that the assessment methods chosen match both the instruction and the purpose.

- **Assessment methods selected should connect directly to students' knowledge, skills, behaviour, and attitudes.**
- **Assessments should be clearly related to the goals and objectives of instruction, and be compatible with instructional strategies.**
- **Teachers consider possible consequences when they choose or develop an assessment.**
- **Differentiating instruction means that teachers use more than one assessment method to indicate student progress.**
- **Assessment methods match students' heritage, their learning style, and learning experiences.**
- **Assessments chosen avoid language and content that express bias.**
- **When teachers borrow a method from some other context or location they have evidence that the assessment will be valid for Bermudian students.**

B. Collecting Assessment Information

Before assessment information is collected, students need sufficient opportunity to experience the activities designed for the curriculum objectives. They also need to be informed of how they will be expected to demonstrate the knowledge, skills, behaviours, and attitudes to be assessed.

- **Students should be told why teachers are assessing and how teachers and the Ministry will use that information.**
- **Assessment conditions should suit both the purpose and the style.**
- **When using observations, checklists, or rating scales only a few characteristics should be assessed at one time. Each characteristic should be clearly defined.**
- **Directions given to students should be clear, complete, and phrased correctly for their age and grade level.**
- **There should be no penalty for guessing.**
- **While collecting assessment information, teacher-student interactions should be consistent.**
- **Keep written records of all unanticipated assessment circumstances.**
- **Decisions about alternative practices for special needs students should be guided by a written policy.**

*“If tests determine what teachers actually teach
and what students will study for
-- and they do --
then test those capacities and habits we think are essential
and test them in context”*

-- Grant Wiggins

C. Evaluating and Scoring Student Performance

Procedures to evaluate and score student performance should match the assessment method and educators should monitor these procedures to ensure that they are applied consistently. The best way to ensure students will feel that they have been treated fairly and consistently is to integrate assessment planning with instructional strategies. This plan will detail procedures for how the evidence will be scored so that students are aware of the contribution that each portion of their work will make towards a final grade.

- **Scoring procedures should be developed before the assessment method is used.**
- **Students should be told about how the scoring will proceed to allow them to prepare for the assessment.**
- **Relevant factors are included in scoring.**
- **Students need to be able to understand any comments included as feedback.**
- **Scoring procedures should be changed when faults are detected in the initial system.**
- **A written appeal process should be explained to students at the start of each year.**

*"I want to be evaluated on what
I can do,
not on what someone else
can do better"*

-- Middle School Student

D. Summarizing and Interpreting Results

Summarizing and interpreting are the procedures used to combine assessment results into grades that will appear on report cards. This includes comments about performance as well as letter or number grades. Any procedures used should accurately represent the student's performance and be connected to the planned instructional objectives.

- **A written policy guides teachers at each school in their plans to summarize and interpret results.**
- **Explain to parents and students the procedures that teachers will use to generate and interpret grades.**
- **Describe the process used to derive summary comments and grades.**
- **Different results should be combined carefully.**
- **A broad sample of learning outcomes requires more than one assessment.**
- **Combine assessment results according to their weight of the taught curriculum.**
- **Describe and justify the basis for each interpretation.**
- **Differentiate interpretations according to the student's background and learning experiences.**
- **Create accurate records and store assessment information in a secure place.**
- **Consider how an assessment method might limit the way you interpret the work a student has achieved.**

*"Whenever people are classified on the basis of cutoff scores
misclassifications are bound to occur.
The solution is --to avoid making decisions
about anyone's future solely on the basis of
one imperfect instrument"*

-- Bernard Gifford

E. Reporting Assessment Findings

Clarity and accuracy are necessary for quality assessment reports, but educators who write these documents should also think how the reader will use the information. Consider the audience for the assessment report, so that these people can use your report to guide their interpretations of student learning. Since the primary purpose of assessment is to improve student achievement, the primary audience for the report is the student. Students, and their parents interpret the information in their report to make decisions about themselves, their capabilities, their achievements, and their potential achievements.

- **Write a school assessment policy that guides reporting.**
- **Describe instructional objectives used as standards for reports, written and oral.**
- **Describe strengths and weaknesses completely in reports.**
- **Provide conferences for parents.**
- **Define and describe appeal procedures to students and parents each year.**
- **Ensure that appropriate people have access to assessment information.**
- **Ensure that reports are secure when transferred.**

*“The key question is -
What information provides the
most accurate depiction of students’
learning at this time?”
-- Tom Guskey*

F. Promotion and Retention

Children enter school with other learners approximately their own age. They are expected to make reasonable learning progress and advance along with their peers. In the first few levels of primary school students should not repeat a year, but as they get into the higher grades there may be instances where students are asked to repeat a grade or course. The principal makes these decisions after consulting with teachers, counsellors, and the parents.

Whenever students are retained, every effort is made to differentiate instructional strategies to provide learners with opportunities they need to advance.

Some factors considered when students might be retained.

- Repeating a grade is no guarantee that students will be more successful with the same material.
- Students' attitude to school may become more negative if they are retained.
- Retained students may develop social and personal problems.
- Students who are retained are less likely to complete school.

There is always a concern that students need to be accountable for their achievements, or lack of achievements. When weighing these concerns it is worthwhile to consider how far the student's responsibility extends. If the learner has not had appropriate opportunities that enable learning to occur, then it would not be fair to hold the child fully accountable for the outcome. In addition to learning opportunities, it is also worthwhile to consider assessment opportunities. Is it possible that an alternate assessment strategy may have permitted the student to show what they really know?

*"School is a complex experience;
by breaking apart
all of the ways we
learn, rehearse, and assess
we can uncover how to do
a better job."
-- Eric Jensen*

Assessment Activity	Description
Records over time: • Journals • Diaries • Learning Logs	• Recordings that reflect students' perceptions of their progress, difficulties, understanding and feelings
Computer Assisted Learning	• Using carefully selected software to lead students from one level of difficulty to another, building on what they know and as they are tested.
Demonstrations • Live • Video • Multimedia	• Opportunities for students to display knowledge, skills and attitudes
Discussions • Small or large group • Panel	• Oral representations
Conversations and Conferences • Teacher/Student • Student/other person	• Verbal exchanges to uncover/clarify what a student has learned or understands that might not have been demonstrated through other means of assessment.
Pictorial Displays • Posters • Photographs • Collages, picture collections, scrap-books	• Visual presentations
Laboratory • Application • Laboratory Projects • Experimental	• Hands-on experiences that allow students to experiment, replicate, produce, and/or create.

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Use the table below to plan your assessment programme for your subject. Under the column Curriculum objective, decide which objectives will be tested and then decide how best to assess each of these objectives. At the end of this exercise you should be able to group the various objectives under the assessment types.

CURRICULM OBJECTIVE NO./NAME	TYPE OF ASSESSMENT				
	M/C TEST	SHORT ANSWER	ESSAY	PRACTICAL TEST	PROJECT/ PRESENTATION
TOTAL					

Self/Peer Checklist for Students **HUMAN AND SOCIAL DEVELOPMENT STUDENT PROFILE**

PROFILE OF: _____

COMPILED BY: _____ DATE: _____

1. Never	2. Seldom	3. Occasionally	4. Usually	5. Frequently	6. Always	1	2	3	4	5	6
1. I am able to form an opinion about what I am asked to consider.											
2. I am able to express my opinion about what I am asked to consider.											
3. I can interpret and appreciate what I know in different ways.											
4. I want to learn more about things and issues that I don't know.											
5. I accept and appreciate other people's ideas.											
6. I am able to make connections between ideas and things that contribute to larger issues.											
7. I am able to see my personal strengths and work toward increasing them.											
8. I am able to see my personal weaknesses and work toward decreasing them.											
9. I am able to evaluate objectively and accurately.											
10. I am able to take an unpopular stand without fear of ridicule by my peers.											
11. I am able to balance the demands of my life and school without feeling overwhelmed.											
12. I am able to identify and understand other students' situations.											
13. I am able to actively support others.											
14. I am able to accept and appreciate other students' values, expression and capabilities.											
15. I am able to function as a contributing member of a working group.											
16. I am able to make and maintain friendships without difficulty.											
17. I am able to take responsibility for my actions.											
18. I am able to see the consequences of my actions.											
19. I am able to approach problems calmly and realistically.											
20. I am able to handle conflicts in a mature and responsible manner.											
21. I am able to consult with others when I need help or support.											
22. I am able to function effectively as a member of a democratic society.											
23. I am able to see how my actions affect our environment and our world.											
24. I am able to see how the actions of others affect our environment and our world.											
25. I am able to apply my knowledge and understandings to my life away from school.											
26. I am curious about and willing to use new technologies when searching for information.											
27. I am able to consider and weigh the implications of potential change.											
28. I am flexible and able to adapt to change.											
29. I am an open-minded listener.											
30. I am a good citizen.											

PROFESSIONAL ASSOCIATIONS

ENGLISH LANGUAGE ARTS

Name: International Reading Association

Address: 800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
U.S.A.

Telephone: (302) 731 1600
Fax: (302) 731-1057

Name: National Council of Teachers of English

Address: 1111 W. Kenyon Road
Urbana, IL 61801-1096
Country: U.S.A.

Telephone: (217) 328 3870
Fax: (217) 278-3763

Name: The National Centre for Teaching Thinking

Address: 815 Washington Street,
Suite 8
Newtonville, MA 02160
U.S.A.

Telephone: (617) 965 4604
Fax: (617) 965 4674

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB

CURRICULUM ABBREVIATIONS

School Level Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Information Technology	IT
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Subject Code

e.g. PreSchool English Language Arts
PS EL-B

Year Level	Subject Area	Module Sequence
(PS-P6) representing PreSchool to Primary Six	abbreviated subject area	(A-G) representing sequence of module at any level
PS	EL	B
PreSchool	English Language Arts	(2 nd module in the sequence of 7 modules)