

Belize

National Standards and

Curriculum Web for

LANGUAGE ARTS

Middle Division



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Introduction

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

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

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

This book contains the following major parts:

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

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

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- GOAL 11 of the National Goals of Education in Belize
 - By the end of primary school, all students should have the ability to communicate proficiently in English.¹
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The forty-five content standards define what is meant by "proficiency in English". They outline, clearly and unambiguously, what need to be taught and assessed in all schools and provide a framework for organizing curriculum content into instructional units and lessons.

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

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

• ¹ Handbook of Policies and Procedures for School Services (2000), Ministry of Education, Belize, p.179

selecting instructional approaches, methods and strategies that are appropriate for their particular students.

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

Following the Curriculum Web, a planning guide gives scope and sequence charts for Standard 2, Standard 3 and Standard 4, as well as a **sample** annual plan and unit plan for Standard 2. Although these sections are advisory and schools may vary from the formats provided, **all teachers are expected to have annual, unit and either weekly or daily lesson plans**. All schools should revise the scope and sequence charts so they meet the needs of their particular students.

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

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

Language Policy

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

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

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

Further Guidance

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

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

The Government of Belize Language Policy

Handbook of Policies and Procedures for School Services (2000)
Chapter 1, Section 6.5 (p183-4)

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

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

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

The Government of Belize, in keeping with the above:

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

Content Standards and Middle Division Learning Outcomes

Content Standards and Middle Division Learning Outcomes

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

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

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

Each content standard has four components:

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

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

For example, for the second content standard:

The number is **CS2**

The short title is ***Listen for Information***

The skills description is ***Extract relevant information, including directions, main ideas and other details from spoken text.***

CS2 has a total of 28 learning outcomes: 8 for lower division, 12 for middle division and 8 for upper division. Some examples are:

- CS2.1 Follow simple, one and two step, oral directions. (Infant 1)
- CS2.9 Identify and sequence, main ideas and supporting details of a story presented orally. (Standard 2)
- CS2.28 Identify evidence used by a speaker to support his or her points. (Standard 6)

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

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

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

Content Standard Descriptions

Content Standard Number and Title	Content Standard Description
CS1 Identify and Distinguish between Sounds	Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.
CS2 Listen for Information	Extract relevant information, including directions, main ideas and other details from a spoken text.
CS3 Interpret and Evaluate Oral Presentations	Discuss, interpret, evaluate and analyse oral presentations.
CS4 Listen and Communicate	Effectively and appropriately engage in conversations for a variety of purposes.
CS5 Respond to Spoken Texts	Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.
CS6 Comprehend and Interpret Visual Images	Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.
CS7 Respond to Visual Images	Connect visual images to personal choices, experiences, emotions, ideas and moral values.
CS8 Ask and Answer Questions	Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.
CS9 Express Opinions and Communicate Ideas	Effectively and clearly state, develop, explain and justify opinions and ideas.
CS10 Narrate Real and Fictional Events	Effectively and clearly describe events and stories they have witnessed, heard, or invented.
CS11 Deliver Reports and Speeches	Prepare and confidently and effectively deliver formal reports and speeches for a variety of purposes on a variety of topics.
CS12 Display Self-Esteem while Speaking	Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.
CS13 Perform Drama	Develop and role-play improvised skits and dramatically perform items from a prepared script.
CS14 Recite Poetry	Recite poetry with confidence and with appropriate pace, volume, intonation and stress
CS15 Participate in Group Discussions	Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.
CS16 Pronounce Words Appropriately	Pronounce words clearly and appropriately

Content Standard Number and Title	Content Standard Description
CS17 Use Correct Grammatical Structures in Speech	Use sentence structure, word order, agreement patterns and other grammatical features correctly.
CS18 Use Appropriate Styles and Registers in Speech	Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.
CS19 Use Speech Prosody and Gesture	While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns
CS20 Apply Phonics Knowledge	Use knowledge of the relationship between letters and sounds to decode words in print
CS21 Recognize Words by Sight	Read words automatically and instantaneously, without having to decode or guess
CS22 Use Context Clues	Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.
CS23 Display Word Power	Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.
CS24 Use a Dictionary	Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.
CS25 Read Aloud	Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.
CS26 Select Appropriate Reading Material	Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.
CS27 Comprehend Fiction Texts	Find, sequence and retell story information.
CS28 Interpret Stories	Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.
CS29 Relate Personally to Stories	Connect stories to personal choices, experiences, emotions, ideas and moral values.
CS30 Read and Relate to Poetry	Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.
CS31 Comprehend Non-Fiction Texts	Extract, sequence, synthesize and use information contained in non-fiction texts.

Content Standard Number and Title	Content Standard Description
CS32 Research from Non-Fiction Texts	Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.
CS33 Analyse the Language, Nature and Structure of Texts	Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.
CS34 Write Stories	Compose stories using a variety of genres, techniques, structures and settings.
CS35 Write Poetry	Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.
CS36 Write Letters	Compose, with appropriate structure and language, letters for a range of social and professional purposes.
CS37 Write Non-Fiction	Write essays, journals, reports and other texts to instruct, inform, record, summarize, evaluate, discuss and persuade.
CS38 Plan and Edit Writing	Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.
CS39 Present Written Work Appropriately	Neatly present written work according to established norms and conventions.
CS40 Write Clearly and Legibly	Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.
CS41 Spell Words Appropriately	Spell words in accordance with accepted conventions.
CS42 Use Capital Letters Appropriately	Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.
CS43 Use Punctuation Appropriately	Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons
CS44 Apply Correct Grammatical Forms in Writing	Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.
CS45 Incorporate Stylistic Devices in Original Writing	Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

Middle Division Learning Outcomes for Standard 2

CS1 Identify and Distinguish between Sounds

- 1.11 Recognise that different people speak language with different accents.
- 1.12 Divide multisyllabic words into syllables and clap the syllables in a sentence containing multisyllabic words.

CS2 Listen for Information

- 2.9 Identify and sequence, main ideas and supporting details of a story presented orally.
- 2.10 Follow multiple step oral directions.
- 2.11 Identify the main idea after listening to a short text.
- 2.12 Listen attentively and courteously in order to remember oral directions and follow them.
- 2.13 Note a small number of important points while listening to a text.

CS3 Interpret and Evaluate Oral Presentations

- 3.6 Understand and appreciate the use of voice inflection, changes in tone or volume which suggest a speaker's changes in meaning.

CS4 Listen and Communicate

- 4.4 Recognize and respect listening as an avenue for learning individually or in small or large groups.
- 4.5 Listen to contribute positively to small groups and whole group discussion.

CS5 Respond to Spoken Texts

- 5.6 Distinguish between poetry and prose being presented orally.

CS6 Comprehend and Interpret Visual Images

- 6.8 Retell a story told through the means of puppets or mimes.

CS7 Respond to Visual Images

- 7.4 Create an original visual image in response to another picture.

CS8 Ask and Answer Questions

- 8.8 Use questions to initiate and sustain conversations.

CS9 Express Opinions and Communicate Ideas

- 9.5 Use "because" and similar conjunctions when explaining ideas.
- 9.6 Give clear instructions to peers on how to perform a simple task.

CS10 Narrate Real and Fictional Events

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS11 Deliver Reports and Speeches

- 11.4 Deliver a short prepared report, for example on a book read, trip or item of special interest, to the rest of the class.
- 11.5 When giving reports, pause at the end of each sentence.

CS12 Display Self-Esteem while Speaking

- 12.6 Volunteer information willingly without excessive timidity.

CS13 Perform Drama

- 13.4 Dramatize short plays or skits from a prepared script.

CS14 Recite Poetry

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS15 Participate in Group Discussions

- 15.4 Work alongside other students in a group, helping each other complete a given task.
- 15.5 Compile and share information in a group through verbal and non verbal messages.

CS16 Pronounce Words Appropriately

- 16.3 Pronounce most words appropriately and clearly.

CS17 Use Correct Grammatical Structures in Speech

- 17.6 Demonstrate correct subject-verb agreement when speaking standard English when using the verbs be, do, have and go.
- 17.7 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple sentences.
- 17.8 Demonstrate a sense of what is and is not a sentence and pause at the end of sentences.

CS18 Use Appropriate Styles and Registers in Speech

- 18.3 Display awareness of the difference between standard English, Kriol and other languages.

CS19 Use Speech Prosody and Gesture

- 19.3 Control gestures used to reinforce meaning when speaking.

CS20 Apply Phonics Knowledge

- 20.21 Recognise that some words may have the same sound but different spelling, e.g. red/read, hare/hair.
- 20.22 Read words with a variety of long and short vowel sounds, including multisyllabic words.
- 20.23 Apply alphabet code knowledge to read the majority of words correctly.
- 20.24 Develop a sense of when a word "looks right" based on spelling patterns and length.
- 20.25 Automatically use phonics knowledge to decode unknown words in print.

CS21 Recognize Words by Sight

- 21.6 Read on sight approximately two hundred high frequency words including addresses and place names in Belize, including multi-syllabic and irregularly spelt ones, for example, Xunantunich.

CS22 Use Context Clues

- 22.13 Use context clues from the text to guess at unfamiliar words.
- 22.14 Identify, and explain the purpose of, an adverb in a written text.
- 22.15 Identify, and explain the purpose of, exclamation marks in a written text.
- 22.16 Use background knowledge of the topic to identify the meaning of a sentence.

CS23 Display Word Power

- 23.5 Recognize that some words are used in the standard English spoken in Belize that are not used in other English speaking countries, for example words borrowed from Maya, Spanish or Garifuna.
- 23.6 Make collections of significant words, words of personal interest and words from particular topics.
- 23.7 Discuss shades of meaning of synonyms, e.g. happy, glad, contented, satisfied, etc.
- 23.8 Read and understand words with common prefixes and suffixes.

CS24 Use a Dictionary

- 24.5 Without help, use a "students'" dictionary that has a controlled vocabulary for definitions.

CS25 Read Aloud

- 25.16 When reading aloud, self-correct and/or re-read a word/sentence when it does not make sense in the context.
- 25.17 While reading aloud, vary tone of voice to emphasise key parts of the text.

CS26 Select Appropriate Reading Material

- 26.5 With guidance, select from a classroom or school library a variety of fiction and non-fiction texts, including pictorial books about science, short newspaper reports and short accounts of historical events.
- 26.6 Show a preference for a favourite author or for books about favourite subjects.
- 26.7 Read books of their own choice with unbroken concentration and attention for at least fifteen minutes.

CS27 Comprehend Fiction Texts

- 27.7 When sequencing a story, independently select the most important events.
- 27.8 Show awareness of character when re-telling or re-enacting stories.

CS28 Interpret Stories

- 28.9 Note similarities and differences between various parts of a story with a repetitive, predictable pattern.
- 28.10 State, with reasons, which are the most significant events in a story.
- 28.11 Express views about a story with clear reference to events and characters, and words, phrases in it.
- 28.12 Explain story predictions by giving examples from the text.

CS29 Relate Personally to Stories

- 29.4 Identify themselves and empathize with story characters.
- 29.5 Discuss the relevance of the morals of simple stories to their own lives.

CS30 Read and Relate to Poetry

- 30.4 Develop an appreciation for the beauty of poetry.
- 30.5 Clap out the rhythm of lines of regular poetry.

CS31 Comprehend Non-Fiction Texts

- 31.4 Read and follow a simple recipe or plan for constructing something.
- 31.5 List information from a non-fiction text.

CS32 Research from Non-Fiction Texts

- 32.3 Use reference books that present information in alphabetical order, for example a Children's Encyclopaedia.

CS33 Analyse the Language, Nature and Structure of Texts

- 33.3 Distinguish between accounts written in the present, past and future.
- 33.4 Use the terms fact, fiction, and non-fiction appropriately when talking about texts.

CS34 Write Stories

- 34.6 Compose a short story based on a picture sequence.
- 34.7 Rewrite a familiar story by changing the ending.
- 34.8 Compose a story based on story starters or ending phrases.

CS35 Write Poetry

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS36 Write Letters

- 36.4 Differentiate letter writing from other forms of writing.
- 36.5 Include the return address, salutation, close, and signature in a letter to a friend.
- 36.6 Write a brief letter to communicate personal news to a friend.

CS37 Write Non-Fiction

- 37.11 Log a series of events or features on a chart, for example a weather chart, as a result of scientific observation.
- 37.12 Write a paragraph that describes a place, person, object or event.
- 37.13 Write a non-fiction paragraph with one main idea.
- 37.14 Create a simple, chronological report of an event.
- 37.15 Write simple informative texts such as menus and instructions.
- 37.16 Keep a daily record (journal) of opinions and feelings

CS38 Plan and Edit Writing

- 38.3 Generate ideas for writing by making lists.
- 38.4 Use a dictionary to edit work for spelling.

CS39 Present Written Work Appropriately

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS40 Write Clearly and Legibly

40.16 Write cursively, with correct letter size and spacing, without using guidelines.

CS41 Spell Words Appropriately

41.7 Spell most of phonetically spelt words correctly

CS42 Use Capital Letters Appropriately

42.9 Use capital letters for the first word in direct speech.

42.10 Use capital letters in the first line of poetry.

CS43 Use Punctuation Appropriately

43.5 Appropriately use exclamation marks.

43.6 Appropriately use commas when writing lists or series of items.

43.7 Appropriately use an apostrophe in a possessive.

CS44 Apply Correct Grammatical Forms in Writing

44.7 Join two phrases with an appropriate coordinating conjunction, for example, *and*, *or*, *but* to form a compound sentence in original writing.

44.8 Apply the correct plural form of nouns that have irregular plural forms.

44.9 Appropriately use regular present and past simple (verb+ed) verb forms in original writing.

CS45 Incorporate Stylistic Devices in Original Writing

45.3 Modify a verb with an adverb in an original sentence.

Middle Division Learning Outcomes for Standard 3

CS1 Identify and Distinguish between Sounds

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS2 Listen for Information

- 2.14 Relate prior knowledge and experiences to central message / plot of stories and dramatizations.
- 2.15 After listening to a text, select particular information for a given purpose.
- 2.16 Identify and report on the main ideas of non-fiction texts, including news reports, presented orally.
- 2.17 Identify the main idea and several details after listening to a short text.
- 2.18 Accurately write a paragraph that is dictated.

CS3 Interpret and Evaluate Oral Presentations

- 3.7 Discriminate between fact and opinion in an oral presentation.
- 3.8 Discuss the main theme of an oral presentation.
- 3.9 Formulate relevant questions in response to an oral presentation.

CS4 Listen and Communicate

- 4.6 Listen attentively while jointly planning, discussing and conversing in a small group.
- 4.7 Appreciate fully the role of listening in aspects of communications and value its relationship with reading as well as writing.

CS5 Respond to Spoken Texts

- 5.7 Respond to the rhythm and mood of stories, songs and poetry presented orally and express their own mood.
- 5.8 Recognize and appreciate the language of poetry.
- 5.9 Formulate questions for further clarification of stories presented orally.

CS6 Comprehend and Interpret Visual Images

- 6.9 Interpret and appreciate the use of facial expressions, gestures, and body language used by a speaker.
- 6.10 Select appropriate visual images to convey a message.

CS7 Respond to Visual Images

- 7.5 Compare several visual images and explain which they prefer.

CS8 Ask and Answer Questions

- 8.9 Plan interviews and conduct them courteously and effectively with peers and familiar adults.
- 8.10 Ask and answer questions in a process of negotiation with a peer or familiar adult.
- 8.11 Give precise, focused answers to questions on a variety of topics.

CS9 Express Opinions and Communicate Ideas

- 9.7 State an opinion on current or important issues.
- 9.8 Recall and use words encountered while reading and from other subject areas when expressing ideas.
- 9.9 Maintain focus on the topic when expressing ideas.

CS10 Narrate Real and Fictional Events

- 10.6 Tell stories or personal experiences in audience-type situations with enthusiasm, and sufficient skill and interpretation to enable the audience to share the aesthetic quality of the story/experience.
- 10.7 When relating an incident or telling a story, add details that set the scene and give information about characters.
- 10.8 When relating an incident or telling a story, use some adjectives, adverbs and other devices to add colour and interest.

CS11 Deliver Reports and Speeches

- 11.6 Prepare and deliver a short speech on an item of personal or national interest.

CS12 Display Self-Esteem while Speaking

- 12.7 Demonstrate a willingness to express and explore concepts such as truth, right, wrong and fairness.
- 12.8 Confidently express agreement or disagreement with statements made by their peers.
- 12.9 Discuss abstract concepts such as truth, right, wrong and fairness and explore the possibility that different people may have different opinions about them.

CS13 Perform Drama

- 13.5 Participate in dramatic activity giving attention to effective delivery: enunciation, pitch and volume.
- 13.6 Describe the different parts of a stage and understand simple stage directions.
- 13.7 Based on a play script, play the part of a character in a play for public performance.

CS14 Recite Poetry

- 14.7 Recite poems from memory capturing the emotional and aesthetic experiences presented by the poet
- 14.8 Pay attention to patterns of rhythm and rhyme while reciting short poems.

CS15 Participate in Group Discussions

- 15.6 In a group, discuss a topic of mutual interest and share the group's information with the class.
- 15.7 Demonstrate an ability to work effectively in self-motivated, self-organized groups.

CS16 Pronounce Words Appropriately

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS17 Use Correct Grammatical Structures in Speech

- 17.9 State ideas using sentences that join two or more clauses using coordinating conjunctions when speaking standard English

CS18 Use Appropriate Styles and Registers in Speech

- 18.4 Discuss the social norms for the use of Kriol and standard English in Belize and demonstrate the ability to choose the appropriate code in any given situation.
- 18.5 Choose the appropriate form of words for a variety of formal situations, for example, greeting visitors, making introductions, showing people around, giving thanks, expressing joy or sadness, apologizing, expressing welcome and giving.

CS19 Use Speech Prosody and Gesture

- 19.4 Use pauses and variation in intonation to communicate shades of meaning.
- 19.5 Vary the tone of voice to express mood, emotion and humour.

CS20 Apply Phonics Knowledge

- 20.26 Independently use a variety of strategies to read unfamiliar words including using phonics knowledge, recognizing similar patterns from other words and applying knowledge of suffixes, prefixes and the structure of words.
- 20.27 Discriminate between words with similar spelling patterns but different pronunciation (head/bead, good/moon, dough/rough/thought, cow/low)

CS21 Recognize Words by Sight

- 21.7 Read on sight place names from the Caribbean region and Central America

CS22 Use Context Clues

- 22.17 Use quotation marks to differentiate between speech and non-speech in a written text.
- 22.18 Re-read a text to try to decipher and arrive at the meaning of unfamiliar words.

CS23 Display Word Power

- 23.9 Explain how some suffixes and prefixes are used to change the part of speech of a word, e.g. culture (n) cultural (adj), or book (n) bookish (adj)
- 23.10 Discuss and collect words of similar and opposite meanings

CS24 Use a Dictionary

- 24.6 When reading, note an unknown word that they will look up later but continue reading.

CS25 Read Aloud

- 25.18 When reading aloud, vary volume and tone of voice to hold the audience's attention.
- 25.19 When reading aloud, bring out the natural phrasing and rhythm of a passage.
- 25.20 When reading aloud, from time to time look up from the text to achieve eye-contact with the audience.

CS26 Select Appropriate Reading Material

- 26.8 Select and read for pleasure stories from other cultures.
- 26.9 Discuss, with reasons, their book preferences.
- 26.10 Read a newspaper or magazine and select the articles that are of most interest to them.
- 26.11 Use information from a book's front and back cover when making a reading selection.

CS27 Comprehend Fiction Texts

- 27.9 Explain the difference between dialogue and non-dialogue in a story.
- 27.10 Using original words, describe story settings, events and the physical appearance of characters.
- 27.11 Use descriptive language, including adjectives and adverbs when recounting characters and scenes from a story.

CS28 Interpret Stories

- 28.13 Discuss how the characters in a story might behave in a given situation.
- 28.14 Make predictions about what will happen next in a story based on inferences about a character's personality.
- 28.15 Discuss the relationships between characters in a story.

CS29 Relate Personally to Stories

- 29.6 Develop a sense of what pleases them, aesthetically, in literature
- 29.7 Discuss whether they like or dislike the ending of stories and explore alternative possible endings that they find more satisfactory.
- 29.8 Express, with reasons, whether they agree with the actions and views of characters in stories.

CS30 Read and relate to Poetry

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS31 Comprehend Non-Fiction Texts

- 31.6 Determine the most important ideas or themes in a non-fiction text.
- 31.7 Use a variety of instructional non-fiction texts including the telephone directory, recipes, route maps, timetables and rules for games.
- 31.8 Sequence events from a chronological historical or other non-fiction narrative.

CS32 Research from Non-Fiction Texts

- 32.4 Find the appropriate part of a book using a contents page.

CS33 Analyse the Language, Nature and Structure of Texts

- 33.5 Identify the main features of a newspaper, e.g. headlines, lay-out, range of information, different types of articles, different sections (news, sports, comment, letters, etc).
- 33.6 Recognize that story plots often portray the resolution of problems and/or conflicts.

CS34 Write Stories

- 34.9 Compose a short story based on the experiences of another person.
- 34.10 Create a multi-paragraph story with a simple setting, simple plot and a small number of characters
- 34.11 Include short items of dialogue in story-writing.
- 34.12 Create a story in comic form.

CS35 Write Poetry

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS36 Write Letters

- 36.7 Write a multi-paragraph letter to communicate personal news to a friend.

CS37 Write Non-Fiction

- 37.17 Write a text containing at least two informative paragraphs.
- 37.18 Write for a variety of purposes, for example, to send messages, to inform and to entertain.
- 37.19 Compose simple directions on how to perform a task.
- 37.20 Write a short non-fiction essay that is logically divided into paragraphs.
- 37.21 Write a brief book report outlining main characters and events and giving a simple evaluation.

CS38 Plan and Edit Writing

- 38.5 Edit a piece of writing so that unnecessary repetition is eliminated.
- 38.6 Edit a piece of writing by deleting irrelevant or unimportant elements.
- 38.7 Generate ideas for writing through discussion with peers.
- 38.8 Graphically represent the outline of a plot for a story to be written.
- 38.9 Compose a draft based on planning and check it for spelling, punctuation and grammar mistakes.
- 38.10 Create a map (story board) of a story to be written that contains sections for the setting, the problem or conflict, the characters, and the solution.
- 38.11 Edit a piece of writing by revising its vocabulary.

CS39 Present Written Work Appropriately

- 39.8 Without prompting, use appropriate headings, margins, paragraph indents and other presentation devices.
- 39.9 Produce a piece of written work for classroom display that is appropriately laid out and attractively presented

CS40 Write Clearly and Legibly

- 40.17 Use appropriate lettering for diagrams, maps, charts and so on.

CS41 Spell Words Appropriately

- 41.8 Spell most common irregularly spelt words, correctly.

CS42 Use Capital Letters Appropriately

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS43 Use Punctuation Appropriately

- 43.8 Use commas in dates, greetings and closings of letters and social notes and to set off geographical names in addresses.
- 43.9 Use quotation marks to indicate the beginning and end of direct speech.
- 43.10 Use hyphens to join some compound words.
- 43.11 Consistently and correctly use apostrophes for contractions.

CS44 Apply Correct Grammatical Forms in Writing

- 44.10 Appropriately use subject and object pronouns in original writing.
- 44.11 Construct sentences with clauses beginning with who, which & that in original writing.

CS45 Incorporate Stylistic Devices in Original Writing

- 45.4 Appropriately use comparative and superlative forms of adjectives in original writing.

Middle Division Learning Outcomes for Standard 4

CS1 Identify and Distinguish between Sounds

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS2 Listen for Information

2.19 Sequence key events after listening to a short text.

2.20 Discuss a news item, interview or oral report of a current event or incident.

CS3 Interpret and Evaluate Oral Presentations

3.10 Formulate relevant questions designed to elicit information from a speaker.

3.11 Discuss the purpose, attitude and perspective of a speaker.

CS4 Listen and Communicate

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS5 Respond to Spoken Texts

5.10 Respond intellectually and emotionally to mood and setting in stories and poetry presented orally.

CS6 Comprehend and Interpret Visual Images

6.11 Determine the central ideas of visual 'messages' conveyed through various media.

6.12 Discuss how newspapers use pictures to enhance their messages.

CS7 Respond to Visual Images

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS8 Ask and Answer Questions

8.12 During a discussion, ask questions to elicit information, for example, "Why do you think that?" "What do you think about this?" and "What is your opinion?"

8.13 Ask questions in a progressive, logical sequence, to clarify thinking on an issue.

CS9 Express Opinions and Communicate Ideas

9.10 Explain and justify an opinion on current or important issues.

9.11 Use a range of adjectives and adverbs when expressing ideas.

9.12 Develop an idea using a series of logically sequenced sentences.

CS10 Narrate Real and Fictional Events

- 10.9 When telling a story, project the voice so that the whole class can hear clearly and vary the voice for effect.
- 10.10 When relating an incident or telling a story, sequence ideas in a logical manner so that the main idea is effectively communicated.

CS11 Deliver Reports and Speeches

- 11.7 Vary the voice for effect when delivering a report or recitation
- 11.8 When delivering a report or recitation, from time to time look up from the text to achieve eye-contact with the audience.
- 11.9 Following group-work, confidently present information to the class in a meaningful way.
- 11.10 When delivering a speech or report, project voice so that the whole class can hear clearly.

CS12 Display Self-Esteem while Speaking

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS13 Perform Drama

- 13.8 Understand the conventions of play scripts, including stage directions, scene changes, the use of props and how writers make action seem realistic.
- 13.9 Play the part of a character in a drama with confidence, voice variation and "stagecraft".
- 13.10 Discuss the importance of gesture and movement in performing drama.

CS14 Recite Poetry

- 14.9 Memorize and recite a poem containing several stanzas.

CS15 Participate in Group Discussions

- 15.8 During group discussions be tolerant of and sensitive to the needs of all participants, including those who have special needs such as speech, hearing and visual impairments.
- 15.9 Demonstrate tolerance for the ideas of others in a group situation.

CS16 Pronounce Words Appropriately

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS17 Use Correct Grammatical Structures in Speech

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS18 Use Appropriate Styles and Registers in Speech

- 18.6 As appropriate to the situation switch between standard English, Kriol and other language codes with sufficient control that one code does not overlap with or interfere with another.
- 18.7 Recognize that the type of language a person uses to express an idea depends on the situation and who they are talking to.
- 18.8 Demonstrate the ability to choose the appropriate language register for the situation, for example, formal, informal, academic, etc.

CS19 Use Speech Prosody and Gesture

- 19.6 Consistently stress the correct syllable in multi-syllabic words.
- 19.7 Pace the delivery of speech appropriately for the listener and the situation.

CS20 Apply Phonics Knowledge

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS21 Recognize Words by Sight

- 21.8 Accurately and fluently, read on sight a majority of words encountered in print.

CS22 Use Context Clues

- 22.19 Identify, and explain the purpose of, passive forms in written text.
- 22.20 Identify, and explain the purpose of, subordinating conjunctions, for example, because, when, unless, in written texts.
- 22.21 Understand that the context in which a word is used may alter its meaning.
- 22.22 Use grammatical awareness to predict the meaning of words.

CS23 Display Word Power

- 23.11 Build words from common roots, e.g. medical/medicine/medicinal.
- 23.12 Interpret most homophones and homonyms correctly

CS24 Use a Dictionary

- 24.8 Use information from a dictionary about parts of speech, plurals, verb tenses and syllabication.

CS25 Read Aloud

- 25.21 When reading aloud, pronounce most commonly occurring, regularly and irregularly spelt words, accurately and fluently.
- 25.22 Read with fluency and confidence from a variety of prose, poetry and non-fiction texts, including texts seen for the first time.

CS26 Select Appropriate Reading Material

- 26.12 With guidance, select an appropriate book from a public library.
- 26.13 Discuss, with reasons, their favourite authors and favourite types of books.
- 26.14 Seek to widen their reading experiences by trying books types they do not normally read.
- 26.15 Independently, select and read a variety of non-fiction texts, including pictorial books about science, short newspaper reports, articles from age-appropriate magazines, and multiple paragraph accounts of historical events.

CS27 Comprehend Fiction Texts

- 27.12 Sequence events in a chronological story in which the action occurs over a long period of time.
- 27.13 Explore chronology in a story, e.g. by mapping how much time passes between events or between the first and last events.
- 27.14 Distinguish between third and first person accounts.

CS28 Interpret Stories

- 28.16 Compare and contrast the main themes of different stories.
- 28.17 Discuss choices faced by characters in a story with an understanding that characters are not necessarily all good or all bad.
- 28.18 Recognize that different readers may interpret the same story in different ways.
- 28.19 Compare and contrast the events and characters of different stories of the same type.
- 28.20 Without prompting, independently use a range of comprehension strategies, including anticipation and prediction, and imagining events as they are described.

CS29 Relate Personally to Stories

- 29.9 Connect stories to life choices and moral decisions.

CS30 Read and Relate to Poetry

- 30.6 Note that some poems have alliteration that occurs within lines and across several lines.
- 30.7 Discuss the impact of the lay-out of a poem.
- 30.8 Discuss the difference between rhyming and non-rhyming poetry, and the difference between poetry and prose.
- 30.9 Discuss poetry using appropriate terms, including rhyme, verse, poet, and poem.

CS31 Comprehend Non-Fiction Texts

- 31.9 Find and present information from more than one non-fiction text on the same theme.
- 31.10 Summarize information from a non-fiction text.

CS32 Research from Non-Fiction Texts

- 32.5 Summarize a paragraph using original words
- 32.6 Use an index with alphabetized entries to locate information in a book
- 32.7 Scan a text for headings and sub-headings to find specific information.
- 32.8 Plan for research by assessing what is known, what information is needed and what sources of information are available.

CS33 Analyse the Language, Nature and Structure of Texts

- 33.7 Discuss the use of Kriol in radio, television and print advertisements and in newspaper articles.
- 33.8 Evaluate the claims made in advertisements and discuss their use of language.

CS34 Write Stories

- 34.13 Appropriately choose the first or third person when writing stories.
- 34.14 Compose a short story based on a given title
- 34.15 Use time order words, transitional words and phrases in original stories
- 34.16 Rewrite known stories by changing the characters or setting but retaining the original main idea.
- 34.17 When writing stories, include short descriptions of settings and characters

CS35 Write Poetry

- 35.4 Write short poems with a clear, regular, metre.
- 35.5 Write poems with a specific form, for example shape poems, limericks or haiku.

CS36 Write Letters

- 36.8 Write a letter to make a simple request to a business
- 36.9 Write a business letter in full block form and include the return address, inside address, salutation, close and signature and use block paragraphs for the body.

CS37 Write Non-Fiction

- 37.22 Compose a report based on scientific observation.
- 37.23 Compose two or three paragraphs that present and argue a specified point of view.
- 37.24 Write a several paragraph non-fiction text in which each paragraph has a main idea and supporting details.
- 37.25 Write a multi-paragraph, truthful and accurate, report describing a recent experience.

CS38 Plan and Edit Writing

- 38.12 Consider audience when planning writing
- 38.13 Plan a story or non-fiction text in outline form, using a few words that will later be expanded into longer sections
- 38.14 Individually, generate ideas on a topic by brainstorming.
- 38.15 Generate ideas for writing by reading related material.
- 38.16 Edit a piece of writing to ensure that sentences are correctly structured and are in the appropriate tense.
- 38.17 Use a checklist provided by the teacher to revise and edit writing.

CS39 Present Written Work Appropriately

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS40 Write Clearly and Legibly

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS41 Spell Words Appropriately

- 41.9 Spell an increasing range of irregularly spelt words correctly

CS42 Use Capital Letters Appropriately

- 42.11 Appropriately capitalize organizations and their members, historical periods and events.
- 42.12 Appropriately capitalize titles of books, etc.

CS43 Use Punctuation Appropriately

There are no learning outcomes for this content standard. Refer to other grade levels for guidance.

CS44 Apply Correct Grammatical Forms in Writing

- 44.12 Appropriately use a range of future verb forms in original writing.
- 44.13 Appropriately use possessive pronouns in original writing.
- 44.14 Differentiate between sentences, fragments and phrases.
- 44.15 Join two phrases with an appropriate subordinating conjunction, for example because, when, unless.

CS45 Incorporate Stylistic Devices in Original Writing

- 45.5 Use multiple adjectives to modify words in original writing.
- 45.6 Appropriately use comparative and superlative forms of adverbs in original writing.

The Curriculum Web

Listening

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

1 Identify & Distinguish between Sounds

General Comments

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

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

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

Content Standard 1 Identify and distinguish between sounds

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

Assessment

If some students struggle to read, it is important to diagnose if they can segment spoken words into individual sounds.

Learning outcomes 1.11 and 1.12 can be assessed using informal observation. However, if students appear unable to do 1.12, their ability to identify the syllables in individual words should be tested using picture cards.

Internet Resources

For clear articles on phonological awareness instruction, see

- <http://www.ldonline.org/article/6254>;
- www.reading.org/resources/issues/positions_phonemic.html;
- <http://teams.lacoe.edu>



Sample Lesson Objectives

- 1.12 Provided with several multisyllabic words, students will be able to clap the syllables in each word.

Learning Outcomes

Standard 2

- 1.11 Recognise that different people speak language with different accents.
- 1.12 Divide multisyllabic words into syllables and clap the syllables in a sentence containing multisyllabic words.

Standards 3 & 4

There are no learning outcomes for Standards 3 and 4 for this Content Standard

Sample Teaching Strategies

Expose students to speakers with different accents
-Discuss with the children what will happen before, during and after speaker's presentation.

Before Listening

-Conduct discussion and build necessary background based on specific listening activity that will occur. Explain reasons for listening and strategies to help them understand what they will hear. You may use a graphic organizer for children to fill in information heard.

During Listening

-Discuss both verbal and visual cues that speakers may use when giving important information so students can focus on these. Encourage students to relate, confirm, judge and predict and take notes based on discussion.
-Establish questions children can use during this process.

After Listening

-Clarify understanding of questions.

A note on syllables

A syllable is a unit of sound. All syllables contain one, and only one vowel sound. Most, but not all, syllables also contain consonant sounds. Learning outcome 1.12, therefore, relates to the ability to distinguish syllable sounds when listening to speech. It does not refer to dividing up written words.

Linkages

- CS16(S) Pronounce Words Appropriately
CS20(R) Apply Phonics Knowledge

Sample Student Activities

Syllable Clap

-Listen to words being called and clap out each syllable.

Example:

Bel-mo-pan = three claps

rab-bit = two claps.

Blending Practice

-Provide children with syllables to blend to form words.

Example: pea – nut = peanut

Listen to guest speakers for 'Career Day'

-Conduct guided listening activity on speakers for career day talk. Invite speakers such as doctors, nurses, lawyers, teachers, etc. to give inspirational talk to the class.

2 Listen for Information

General Comments

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

Developing listening skills is important partly because most information in schools is presented orally and partly because there is often a strong link between a student's oral language skills and his/her literacy skills.

The use of lots of oral presentation helps students connect what they are reading and observing to themselves and their school work. This is especially true when there is a clear purpose for listening. For listening tasks, teachers should select quality spoken texts from across the curriculum. These spoken texts should range from the simple to the relatively complex. They should be interesting, clear and easy to follow. They should contain age appropriate vocabulary, and be of a suitable length given the students' likely attention span. Over the course of a year, students should listen to many different types of spoken text to give them many opportunities to develop and practice listening skills.

Definition

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

Content Standard 2 Listen for Information

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

Assessment

Listening Comprehension Tests

The following procedure can be used:

1. Introduce the text and read it slowly and clearly.
2. Hand-out a worksheet with ten short answer questions. Read the questions aloud.
3. Re-read the text. Give the students a few minutes to answer the questions.
4. Read the text a third time, and again give the students time to answer the questions.

Internet Resources

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

http://www.standards.dfes.gov.uk/primary/publications/literacy/818497/pns_speaklisten062403hbk.pdf

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

<http://www.sanchezclass.com/listeningrules.htm>

Standard Two

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Learning Outcomes

Standard 2

- 2.9 Identify and sequence, main ideas and supporting details of a story presented orally.
- 2.10 Follow multiple step oral directions.
- 2.11 Identify the main idea after listening to a short text.
- 2.12 Listen attentively and courteously in order to remember oral directions and follow them.
- 2.13 Note a small number of important points while listening to a text.
- 2.14 Relate prior knowledge and experiences to central message / plot of stories and dramatizations.

Sample Lesson Objectives

- 2.9 After listening to the story 'Pita of the Deep Sea', students will be able to identify the main idea and events and place events in sequential order on story board.

Sample Teaching Strategies

Listening Rules: Establish simple rules for listening, for example:

1. Eyes on the Speaker
2. Lips closed
3. Ears listening
4. Back straight
5. Hands and feet quiet
6. Brain active

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

Directed Listening – Thinking Activities: After the teacher reads a text aloud, the students do a structured activity, such as identifying main idea or sequencing the events. This can also be done with texts students read or have previously tape recorded.

Linkages

- CS3(L) Interpret and Evaluate Oral Presentations
- CS5(L) Respond to Spoken Texts
- CS27(R) Comprehend Fiction Texts
- CS31(R) Comprehend Non-Fiction Texts

Sample Student Activities

Sequencing Pictures: After listening to a story, students place pictures of events in an appropriate sequence.

Story Board (1): Students follow a series of pictures that narrate a story as they listen to it being read.

Story Board (2): After listening to a story, students draw a series of pictures that retell it.

Flow Charts: Students follow the boxes of a flow chart in response to spoken instructions.

Follow Recipes: Students make something (food, a fruit drink, a paper model, etc) by following instructions from the teacher.

Graphic Organizers: A variety of graphic organizers, such as web-diagrams, can be used to portray the events or ideas of a spoken passage.

Listen and Do Game: Students mime instructions given by another person.

2 Listen for Information

General Comments

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

Developing listening skills is important partly because most information in schools is presented orally and partly because there is often strong link between a student's oral language skills and his/her literacy skills.

The use of lots of oral presentation helps students connect what they are reading and observing to themselves and their school work. This is especially true when there is a clear purpose for listening. For listening tasks, teachers should select quality spoken texts from across the curriculum. These spoken texts should range from the simple to the relatively complex. They should be interesting, clear and easy to follow, they should contain age appropriate vocabulary, and be of a suitable length given the students' likely attention span. Over the course of a year, students should listen to many different types of spoken text to give them many opportunities to develop and practice listening skills.

Definition

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

Assessment

Listening Comprehension Tests

The following procedure can be used:

1. Introduce the text and read it slowly and clearly.
2. Hand-out a worksheet with ten short answer questions. Read the questions aloud.
3. Re-read the text. Give the students a few minutes to answer the questions.
4. Read the text a third time, and again give the students time to answer the questions.

Content Standard 2 Listen for Information

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

Internet Resources

<http://ezinearticles.com/?10-Quick-Rules-for-Better-Listening&id=511300>

<http://www.sasked.gov.sk.ca/docs/mla/speak020.html>



Standards Three and Four

Learning Outcomes

Standard 3

- 2.15 After listening to a text, select particular information for a given purpose.
- 2.16 Identify and report on the main ideas of non-fiction texts, including news reports, presented orally.
- 2.17 Identify the main idea and several details after listening to a short text.
- 2.18 Accurately write a paragraph that is dictated.

Standard 4

- 2.19 Sequence key events after listening to a short text.
- 2.20 Discuss a news item, interview or oral report of a current event or incident.

Sample Lesson Objectives

- 2.20 After listening to a segment of international news, students will be able to orally report on the main idea.

Sample Teaching Strategies

Read Alouds: Teachers should read aloud to students almost every day. These read alouds can be used to stimulate discussion

Directed Listening –Thinking Activities: (DLTA) See previous section

Explicit Strategy Instruction: Listening strategies for Standards 3 and 4 can be more nuanced than those used with younger students (see previous section). For example:

1. Avoid distractions
2. Concentrate on what's being said.
3. Think about the "main idea" and what it means to you.
4. Make written or mental notes of important points
5. Judge the message only after you completely understand it.

Sample Student Activities

Sequencing Pictures: After listening to a story, students place pictures of events in an appropriate sequence.

Story Board (1): Students follow a series of pictures that narrate a story as they listen to it being read.

Story Board (2): After listening to a story, students draw a series of pictures that retell it.

Graphic Organizers: A variety of graphic organizers, such as web-diagrams, can be used to portray the events or ideas of a spoken passage.

Multiple Choice: While listening to a text, students select the main idea of each paragraph from a series of choices.

Dictation: Dictations should be short and should contain only words that are familiar to the students. The passage should be repeated several times. Dictations can have an additional focus, for example punctuation, capitalization, etc.

Retelling: After listening to a news report, students re-tell, or dramatize, one of the featured stories.

News Quiz: Classes can have a regular quiz on radio or television news.

Linkages

- CS3(L) Interpret and Evaluate Oral Presentations
- CS5(L) Respond to Spoken Texts
- CS27(R) Comprehend Fiction Texts
- CS31(R) Comprehend Non-Fiction Texts

3 Interpret and Evaluate Oral Presentations

General Comments

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

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

Voice inflection and changes in tone and volume are important for children to understand so that they can fully appreciate the meaning of a presentation.

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

Content Standard 3 Interpret and Evaluate Oral Presentations

Discuss, interpret,
evaluate and analyse oral
presentations.

Assessment

Assessment should focus on the students' responses to presentations, that is through discussions and written work.

Internet Resources

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



Sample Lesson Objectives

3.10 After listening to a presentation from the Tourist Board, students will formulate and ask the speaker relevant questions so as to gather information.

Learning Outcomes

Standard 2

3.6 Understand and appreciate the use of voice inflection, changes in tone or volume which suggest a speaker's changes in meaning.

Standard 3

3.7 Discriminate between fact and opinion in an oral presentation.
3.8 Discuss the main theme of an oral presentation.
3.9 Formulate relevant questions in response to an oral presentation.

Standard 4

3.10 Formulate relevant questions designed to elicit information from a speaker.
3.11 Discuss the purpose, attitude and perspective of a speaker.

Sample Teaching Strategies

Topic Related Talk: The teacher or another adult, including guest speakers, can give a presentation on an area of interest or a topic related to another subject, such as science or social studies.

Before the presentation:

Discuss the topic and elicit the students' previous knowledge. Explain why the presentation is important. Discuss listening strategies. Present essential background information, including likely technical vocabulary. Discuss both verbal and visual cues that speakers may use when giving important information so students can focus on these.

During Listening

Set guiding questions if the students need to listen for particular pieces of information. Encourage students to relate, confirm, judge and predict and take notes based on discussion.

After Listening

Encourage the students to ask questions. Clarify any points as necessary.

Sample Student Activities

Formulating Questions: Before a presentation, students write questions they might want to ask the speaker.

Fast Write: Immediately following a presentation, students are given five minutes to write, in note form or as single words, everything they can recall.

Discussion Groups: After a presentation, students discuss the topic in groups.

Listen and React: At regular intervals, the presenter stops talking and the students discuss what they have heard with one or two students sitting close by.

Opinion Rephrase: The teacher writes, word for word, statements made by the presenter. The students work in groups to rephrase the statement without changing its essential meaning.

Fact into Opinion: Students compose an opinion statement after reading a factual one. This can also be done from opinion to fact.

Fact or Opinion Game: Students stand along a line drawn on the floor. The teacher reads a statement. If it is factual, they jump to the left, if it is an opinion, they jump to the right.

Linkages

CS2(L) Listen for Information
CS5(L) Respond to Spoken Texts
CS11(S) Deliver Reports and Speeches
CS31(R) Comprehend Non-Fiction Texts
CS37(W) Write Non-Fiction

4 Listen and Communicate

General Comments

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

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

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

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

Content Standard 4 Listen and Communicate

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

Assessment

The key skill to assess is listening behaviour.

Assessment Strategies/Activities

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

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

Internet Resources

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

http://www.teachingenglish.org.uk/think/listen/listen_y1.shtml

Also see:

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

http://www.teachingenglish.org.uk/try/speaking/story_bag.shtml

Sample Lesson Objectives

- 4.6 In small groups, plan how to create a model of an ecosystem to display for the school's open day.

Learning Outcomes

Standard 2

- 4.4 Recognize and respect listening as an avenue for learning individually or in small or large groups.
- 4.5 Listen to contribute positively to small groups and whole group discussion.

Standard 3

- 4.6 Listen attentively while jointly planning, discussing and conversing in a small group.
- 4.7 Appreciate fully the role of listening in aspects of communications and value its relationship with reading as well as writing.

Sample Teaching Strategies

Rules for Listening

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

Discuss Listening

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

Create a 'Listening friendly' environment

Assess the classroom environment and minimize barriers to provide best listening environment. Furniture arranged in groups facilitates student-student interaction more than furniture in rows.

Sample Student Activities

Participate in conversation: with peers on a topic of interest

Conduct interviews: with peers, members of the family, students in other classes and adults connected to the school. Interviewing the general public is not appropriate for primary age students.

Plan an event: in a group, for example, a party, class devotion, displays for open day, promote an event, or perform a role play.

Buzz group: The teacher stops talking and gives students three minutes to discuss the lesson's topic with students sitting close-by.

Story in a bag: Three to four children build a story based on six unrelated objects in a bag. They need to listen to each other as they create a story orally. Each child uses an object and formulates oral sentences to form sections of the story.

Information Gap: One student has information, for example a tourism brochure, the second student must ask questions.

Linkages

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

5 Respond to Spoken Texts

General Comments

There is a strong link between CS5 and CS2, Listen for Information. In Middle Division it is also linked to the content standards for poetry, that is: CS14 and CS30

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

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

The teacher should expose children to a wide variety of fictional and non fictional text such as: magazines, newspapers and material from other subject areas. Encourage the children to summarize, sequence, dramatize and answer questions to help 'cement' their understanding.

Note: "Spoken Text" is defined under CS2.

Content Standard 5 Respond to Spoken Texts

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

Assessment

Students' responses to spoken texts can be observed during discussions and further assessed through drawing or other written work. In particular, teachers should note the type and frequency of questions that students ask about the spoken texts.

Internet Resources

http://www.sasked.gov.sk.ca/docs/mls/sp_eak027.html

Language Tree

Bk3 Unit 5

Bk4 Units 6,11,19

Bk5 Unit 7



Sample Lesson Objectives

5.7 After taking turns reciting the poem: *Dr Blair* to a partner, students will discuss its language and rhythm.

(See Language Tree Bk4 Unit 6)

Learning Outcomes

Standard 2

5.6 Distinguish between poetry and prose being presented orally.

Standard 3

5.7 Respond to the rhythm and mood of stories, songs and poetry presented orally and express their own mood.

5.8 Recognize and appreciate the language of poetry.

5.9 Formulate questions for the further clarification of stories presented orally.

Standard 4

5.10 Respond intellectually and emotionally to mood and setting in stories and poetry presented orally.

Sample Teaching Strategies

Teachers should demonstrate a love for poetry by regularly reading a poem for the class. This will foster appreciation and build an awareness of poetic language, rhythm and imagery. There should be a variety of poems read, including humorous poems, limericks, raps, rhyming verse and free verse. Also, the children should be supported in writing their original poems.

Guest Writers: Students usually respond enthusiastically when they meet local poets and story tellers. These do not have to have had their work published.

Poetry Corner: Books of poetry and writing implements can be put in a poetry corner.

Listening Triads: A triad is a group of three. In a listening triad there is always one speaker, one questioner and one recorder. The speaker can only make statements about the topic and the questioner can only ask questions. The recorder does not speak. Roles are then rotated.

Sample Student Activities

Anthology of poems: Students make a class collection of poems that they find in books or on the internet

Compare and contrast prose and poetry: Give students pieces of prose and poetry to study. Ask them to work in groups to come up with a definition for poetry and a definition for prose. Compare with dictionary definitions.

Poetry Response: Students can respond to texts through drawing, role play and other media.

Ask the author: Each student thinks of a question they would like to ask the writer of a poem or story.

Discussion envelopes: After presenting a story, the teacher provides groups with an envelope containing an issue that arose from the story. Each group has to write statements (three statements) about the issue. Different groups have different issues. Discussion occurs after all groups have presented.

Linkages

CS2(L) Listen for information

CS3(L) Interpret and evaluate oral presentations

CS6(V) Comprehend and interpret visual images.

CS7(V) Respond to visual images

CS14(S) Recite poetry

CS28(R) Interpret stories

CS29(R) Respond personally to stories

CS30(R) Read and relate to poetry

Viewing

CS6 Comprehend and Interpret Visual Images

CS7 Respond to Visual Images

6 Comprehend and Interpret Visual Images

General Comments

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

Visual images used for lower division students should:

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

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

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

Content Standard 6 Comprehend and Interpret Visual Images

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

Assessment

Assessment should focus on students’ ability to extract information from images.

Setting Expectations: Teachers should always explain to students how they will be evaluated, especially emphasizing what they need to do to get a good grade.

Internet Resources

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

See also

<http://www.sasked.gov.sk.ca/docs/ela/representing01.html>



Sample Lesson Objectives

- 6.10 Students will create a picture book, without words, to depict the effects of pollution on the environment.
- 6.11 After studying newspaper advertisements and selecting one to analyse, students will work in group to visually convey the message of the original.

Learning Outcomes

Standard 2

- 6.8 Retell a story told through the means of puppets or mimes.

Standard 3

- 6.9 Interpret and appreciate the use of facial expressions, gestures, and body language used by a speaker.
- 6.10 Select appropriate visual images to convey a message.

Standard 4

- 6.11 Determine the central ideas of visual 'messages' conveyed through various media.
- 6.12 Discuss how newspapers use pictures to enhance their messages.

Sample Teaching Strategies

Linkages: Material selected for viewing should relate to a topic being studied or to the unit theme.

Viewing Activities

- Topic Discussion
- Establish the purpose for viewing
- Discussion of how visual images convey messages
- Discussion to retell, using words or other images, the message of the original
- Recall – Record – Represent: Students talk about a story, then they write about it, then they create a single illustration to represent the main idea.

Types of Images

Students should be exposed to a range of tables, graphs, flow charts, picture wheels, wordless pictures, pictures that accompany text in books, cartoons, photographs and so on. It is important to understand that students may not "see" the same thing in the image as the teacher or each other. These alternative interpretations should be considered,

Sample Student Activities

Puppet Shows: Discuss reasons for use of puppetry in class and set guidelines for puppet activities. Ensure that all students participates. Students should work in groups to discuss the story or message they want to turn into a puppet show before enacting it.

Picture Recall: Students study a picture silently for five minutes, and then list everything they can remember.

Picture Discussion: Students discuss the main message of a picture.

Picture Sequences: Students use pictures to sequence the events of a story.

Newspaper Analysis: Students look at a newspaper and discuss what information or messages are contained in pictures; they compare these with the information contained in the text.

Linkages

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

7 Respond to Visual Images

General Comments

Students are constantly interpreting and responding to visual images including television pictures, book pictures, advertisements, display boards, company logos, computer icons and drawings. The aim of this content standard is to help students recognize, think about and discuss their emotional reactions and intellectual responses to these images.

This Content Standard can be integrated with Expressive Arts. The students need to understand the effects of lines, colours, space and shape on an image. The arrangement of these elements expresses emotion, ideas and values. For instance, cool colors may indicate calmness, diagonal lines may indicate movement.

Assessment

Teachers should monitor both students oral and written responses to visual images.

Content Standard 7 Respond to Visual Images

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

Internet Resources

For information on visual literacy see:
www.teachers.ash.org.au/bookzone/vislit.htm
|



Sample Lesson Objective

7.4 Students will work in groups to create a pictorial flow chart to depict their interpretation of a story told in cartoon format.

Learning Outcomes

Standard 2

7.4 Create an original visual image in response to another picture.

Standard 3

7.5 Compare several visual images and explain which they prefer.

Standard 4

There are no learning outcomes for this content standard.

Sample Teaching Strategies

Range of Images: Students can respond to many different types of visual image, for example printed pictures, diagrams, graphs, flow-charts, photographs, drawings, paintings, signs, television pictures, computer icons, internet sites, sculptures, models, decorated textiles and so on

Vocabulary Instruction: Link studying a picture to vocabulary instruction by (a) eliciting from students words that describe it and (b) supplying new words.

Purpose: A purpose for viewing can be created by linking an image to a topic or theme that the students are studying.

Discussion: Many different ideas about a picture can be shared and discussed.

Sample Student Activities

Discussion: Since this content standard relates to personal reactions, small group and whole class discussions will help students explore their own ideas and those of their peers.

Picture Conversation: In pairs, students communicate by only drawing pictures.

Picture Guess: One student draws a picture, others have to interpret its message.

Linkages

CS3(L) Interpret speech and evaluate speakers

CS6(V) Comprehend and interpret visual images

CS27(R) Comprehend fiction texts

CS28(R) Interpret stories

CS29(R) Relate personally to stories

Speaking

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

8 Ask and Answer Questions

General Comments

CS4, CS8, CS9, CS12 and CS15 all relate to the development of interpersonal communication skills. Similar tasks and similar assessment strategies can be used to help students meet the learning outcomes for them all. Teachers' plans should reflect these links.

However, despite the similarities, each content standard has a particular focus; CS8 focuses on using and responding to questions to make interpersonal communication effective. A major purpose of this is to help students find and clarify new information through conversations. As they do this, they should develop social skills and learn how to share ideas and solve problems together. This is unlikely to happen unless teachers can create a classroom environment in which students feel safe, confident and motivated to share ideas and opinions.

Note that there is a link between oral language development and literacy development: improved speaking skills usually lead to improvements in reading and writing.

Increasingly, Middle Division students should feel confident using standard English during language arts lessons. They should be encouraged to use standard English rather than being penalized for using another language. Middle Division teachers should constantly model standard English.

Assessment

Assessment should focus on listening and speaking behaviour. Teachers should monitor the ways in which students interact with each other. A simple checklist for small group or pair work can be used, as follows.

- (a) Does the student ask questions?
 - (b) Does the student listen to the statements of others without getting distracted or interrupting?
 - (c) Does the student appropriately respond to the questions of others?
 - (d) Does the student respond positively to the ideas of others?
 - (e) Does the student ask questions to clarify and develop the ideas of others?
- (See also *Teaching Strategies*)

Content Standard 8 Ask and Answer Questions

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

Resources

Think-pair-share and similar strategies are explained at instructional strategies online.

<http://olc.spsd.sk.ca/DE/PD/instr/>

Language Tree:

Bk3 p7, 32, 98

Bk4 p13, 14, 17, 21, 47

Bk5 p8, 68, 110

Sample Lesson Objectives

- 8.9 After preparing a list of six questions, students will (a) interview another student and record their responses and (b) work in a group to display the results on a bar chart. (*Note link to math*)

Learning Outcomes**Standard 2**

- 8.8 Use questions to initiate and sustain conversations.

Standard 3

- 8.9 Plan interviews and conduct them courteously and effectively with peers and familiar adults.
- 8.10 Ask and answer questions in a process of negotiation with a peer or familiar adult.
- 8.11 Give precise, focused answers to questions on a variety of topics.

Standard 4

- 8.12 During a discussion ask questions to elicit information, for example, "Why do you think that?", "What do you think about this?", "What is your opinion?"
- 8.13 Ask questions in a progressive, logical sequence, to clarify thinking on an issue.

Linkages

- | | |
|---------|---|
| CS4(L) | Listen and communicate |
| CS5(L) | Respond to spoken texts |
| CS9(S) | Express opinions and communicate ideas. |
| CS12(S) | Display self-esteem while speaking |
| CS15(S) | Participate in group discussions |
| CS23(R) | Display word power |
| CS38(W) | Plan and edit writing |

Sample Teaching Strategies

Discussing, monitoring and prompting listening and speaking behaviour: Share the assessment checklist (see *assessment box*) with the student. Discuss why these behaviours are important. As the students discuss, remind them of the desirable behaviours. Remind students who interrupt others or who fail to listen to and respond to the ideas of others that these behaviours are not desirable. Do this in a positive way. For example say, "I know you are excited to tell me your ideas, but first we have to listen to what Martha has to say." or "That is an interesting point, can you link it to Martha's ideas?" and so on.

Teacher modeling: The teacher should often use the questions such as those from learning outcome 8.12. When students use these questions, they can be praised.

Before Discussion: Set the purpose for the discussion; Most discussion should build on what the students already know, so activate background knowledge; relate the discussion to the students own experiences and interests; discuss possible questions; pre-teach important concepts and vocabulary.

During Discussion: Monitor students' listening and speaking behaviour and intervene when this will help redirect or improve the discussion.

After Discussion: Follow discussions with tasks that relate to its original purpose. Encourage students to reflect on their participation. Provide a checklist for this, for example: (a) I listened without interrupting (b) I gave my ideas (c) I thought about the ideas of others (d) I asked questions.

Sample Student Activities

Think-Pair-Share: Students work in pairs to discuss a question posed by the teacher. Selected pairs then share with the whole class.

Cross-Curricular Links: Teachers can set up problem-solving groups in math, research groups in social studies. In science students can work together to perform simple experiments. In expressive arts they can collaborate to make crafts and create visual images. In physical education they can practice a skill together, and so on.

In-class Surveys: Students can frequently interview each other to find information. Important Note: Interviews should always be prepared in advance. Primary school students may interview other students, members of their family, adults they know well and adults that work for the school. **It is never appropriate to ask middle division students to interview members of the general public.**

Peer Editing: (See CS38)

9 Express Opinions and Communicate Ideas

General Comments

The focus of this content standard is exchanging and justifying ideas. The opinion of each student should be valued, clarified and explored. Thus, asking students not just what they think, but why they think it is important.

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

It is very important that all students get an equal chance to contribute to discussions. Teachers must ensure that the most assertive and self-confident students do not dominate.

At the Middle Division level students should be becoming confident in using standard English. If students need to use a different language to formulate and explain ideas, this should be allowed. However, the teacher can then help them restate the ideas in standard English. Middle Division teachers should consistently use standard English.

Content Standard 9 Express Opinions and Communicate ideas

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

Assessment

Observation checklists, similar to the one described for CS8 can be used.

From time to time, teachers can interview the students on a one-to-one basis to evaluate their interpersonal skills.

Internet Resources

<http://www.sasked.gov.sk.ca/docs/mla/speak020.html>
<http://www.nclrc.org/essentials/index.htm>

Language Tree:

Bk3 p66, 72-3,
Bk4 p17, 57, 62
Bk5 p14, 26, 48, 80, 116

Sample Lesson Objectives

- 9.7 During morning circle discussion, each student will make one statement on an issue in the news.
- 9.12 After preparing their ideas, students will talk about a topic of their choice using at least five logically connected sentences.

Learning Outcomes**Standard 2**

- 9.5 Use "because" and similar conjunctions when explaining ideas.
- 9.6 Give clear instructions to peers on how to perform a simple task.

Standard 3

- 9.7 State an opinion on current or important issues.
- 9.8 Recall and use words encountered while reading and from other subject areas when expressing ideas.
- 9.9 Maintain focus on the topic when expressing ideas.

Standard 4

- 9.10 Explain and justify an opinion on current or important issues.
- 9.11 Use a range of adjectives and adverbs when expressing ideas.
- 9.12 Develop an idea using a series of logically sequenced sentences.

**Linkages**

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

Sample Teaching Strategies

Talking Rules: Establish and practice procedures for asking and answering questions and model these procedures.

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

Question of the Day: Students are rewarded for asking the question of the day. For example: What is your opinion? What do you think? Why do you think that? Can you tell me more? Do you agree?

Making Connections: Teachers should consciously try to connect the topic to the students' previous knowledge and experience. They should also make connections between the topic and curriculum content.

Topic of the Day: At the beginning of the day, post discussion topic on a notice board for the students to think about. At the end of the day, selected students have to give a supported opinion on it.

Graphic Organizers: Students complete a chart linking statement to supporting ideas.

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

Sample Student Activities

Speaking Game: Give each group a picture depicting a current issue. After a group discussion, one student can talk about it.

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

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

Role Play: Students role play an issue of current concern, for example the environment, bullying, alcohol, flooding, etc. Following the skit, the class discusses what has been presented.

Spontaneous Interviews: In pairs students discuss a topic, after which one acts as the interviewer and the other as the interviewee. Selected pairs demonstrate this to the class.

Video Response: Students watch a short video, or listen to a short tape recording, from the news or a documentary. Students then work in small groups to write three opinion statements. They can be given a structure, for example, "We think . . . because . . ."

10 Narrate Real and Fictional Events

General Comments

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

Research shows that most children speak less with adults at school than they do at home. In school, teachers tend to dominate interactions and students tend to restrict themselves to short, grammatically simple utterances. Creating opportunities for students to tell extended stories, uninterrupted by the teacher or by classmates, can help overcome these inhibitions.

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

Content Standard 10 Narrate Real and Fictional Events

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

Assessment

Most narration will not be formally assessed. However, if a grade is to be given, a checklist or rubric should be used. For example:

- Structure of the narrative (does it make sense)
- Creativity
- Use of descriptive vocabulary
- Enthusiasm
- Control of voice, gesture etc.

Internet Resources

<http://www.sasked.gov.sk.ca/docs/mla/speak025.html>

http://www.teachingenglish.org.uk/think/speak/role_play.shtml

Learning Outcomes

Standard 2

There are no learning outcomes for Standard 2 for this content standard.

Standard 3

- 10.6 Tell stories or personal experiences in audience-type situations with enthusiasm, and sufficient skill and interpretation to enable the audience to share the aesthetic quality of the story/experience.
- 10.7 When relating an incident or telling a story, add details that set the scene and give information about characters.
- 10.8 When relating an incident or telling a story, use some adjectives, adverbs and other devices to add colour and interest.

Standard 4

- 10.9 When telling a story, project the voice so that the whole class can hear clearly and vary the voice for effect.
- 10.10 When relating an incident or telling a story, sequence ideas in a logical manner so that the main idea is effectively communicated.

Sample Lesson Objectives

- 10.6 After composing and rehearsing a story in a small group, selected students will enthusiastically narrate a story to the whole class.

Sample Teaching Strategies

Morning Circle: Students should have the opportunity to share news and relate incidents regularly in a structured setting such as a morning circle.

Recorded Stories: Play pre-recorded stories. Discuss how the speaker uses their voice and other features to keep the audiences attention.

Story Tellers: Invite members of the community, for example grandparents, to narrate stories.

Modelling: When narrating an incident to the class, model good voice variation and the use of accurate standard English.

Discussion: Discuss story-telling technique, for example how to make a story "come alive", how to use props and gestures, how to build suspense and how to insert interesting details that will capture the audience's attention.

Story-Telling Competition: Hold a class story telling competition. Some stories could later be told to a wider audience.

Linkages

- CS2(L) Listen for information
- CS6(V) Comprehend and interpret visual images
- CS7(V) Respond to visual images
- CS16(S) Pronounce words appropriately
- CS17(S) Use correct grammatical structure in speech
- CS18(S) Use appropriate styles and registers in speech
- CS19(S) Use speech prosody and gesture
- CS25(R) Read aloud
- CS31(R) Relate personally to stories
- CS34(W) Write stories

Sample Student Activities

Story Props Game: Students pick an object from a surprise bag. They tell a story that includes the object in some way.

Story Circle: One student begins a story, the next continues it and so on.

Young Writers Club: Students form a club to discuss, interview, plan and create original stories.

Interactive Story Telling: Students work in groups to invent a story that they then narrate to the whole class.

11 Deliver Reports and Speeches

General Comments

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

Students of the Middle Division should be encouraged to overcome any fear of speaking before an audience. Start with simple informal situations in the class requiring approximately thirty seconds and then progress to situations that require more preparation and will take more time. Middle Division students should be able to deliver reports and speeches lasting two-three minutes. However, this can usually be achieved if the reports are thoroughly prepared and rehearsed before they are delivered. Often this will involve writing them out first.

Voice projection, eye contact and body language are crucial in effective delivery of reports and speeches. Teachers must model as well as exposing students to other effective adult speakers.

Content Standard 11 Deliver Reports and Speeches

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

Assessment

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

Observation:

Monitor students' ability to maintain good eye contact, and use appropriate volume and posture. Prepared reports and speeches should also demonstrate accurate use of standard English and the ability to present ideas clearly.

Resources

Language Tree

Bk3 p72,

Bk4 p26

S

Sample Lesson Objectives

11.4 After preparing it in written form, and practicing with a partner, students will deliver a short report on a book they have recently read.

Learning Outcomes

Standard 2

11.4 Deliver a short prepared report, for example on a book read, trip or item of special interest, to the rest of the class.

11.5 When giving reports, pause at the end of each sentence.

Standard 3

11.6 Prepare and deliver a short speech on an item of personal or national interest.

Standard 4

11.7 Vary the voice for effect when delivering a report or recitation

11.8 When delivering a report or recitation, from time to time look up from the text to achieve eye-contact with the audience.

11.9 Following group-work, confidently present information to the class in a meaningful way.

11.10 When delivering a speech or report, project voice so that the whole class can hear clearly.

Sample Teaching Strategies

The Speech-Making Environment: It is crucial that students do not feel fearful or intimidated. Both the teachers and the students should refrain from making negative comments. Rules for listening to speeches should be established with the class.

Before the Speech: If a report or speech is to be delivered effectively, much preparation is required. Before a report is delivered, teachers should help students go through the following steps:

- (1) Identifying and discussing interesting topics
- (2) Finding relevant and interesting information
- (3) Organizing ideas
- (4) Creating the "first draft"
- (5) Rehearsing and revising.

Helpful Hints: Guide students preparation by providing them with a checklist of helpful hints. For example: Have an interesting opening and a strong ending; give reasons for your ideas using sentences with . . . because . . . ; use a strong clear voice; look at your audience; stand straight with your feet flat on the floor. Students can use this checklist as they practice their speech with a partner.

After the Speech: Make positive comments about the speech, ask questions to elicit further explanation of what was said, give one or two ideas about how the speech could have been improved.

Sample Student Activities

Announcements: As a build up to the delivery of a formal speech, students should have many opportunities to make short announcements to the class or to an assembly.

Mini-Reports: Mini-reports are short statements, lasting perhaps thirty seconds, that the students make to the class. This can be in relating news and events in morning circle time, as well as reporting on research they have conducted, books they have read or projects they have completed. As students progress, the length and complexity of these mini-reports should grow.

Linkages

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

12 Display Self-Esteem while Speaking

General Comments

Students need to develop the ability to initiate and maintain conversations, conduct small group discussions and communicate and support ideas and opinions while listening to and evaluating those of others. These are strong links between this content standard and other ones that relate to spoken interactions, for example, CS4, CS8 and CS9.

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

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

In Middle Division several activities can be valuable in assisting the development of self esteem while speaking. Puppetry is one such activity that can be useful for shy children. Teachers of the Middle division should not feel that this is an activity limited to Infant children only. It can be used as a medium through which other strategies can be done for example oral reporting and story telling. It facilitates building of the imagination, lots of speaking, expression, co-operation and it is enjoyable.

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

Assessment

Teachers should monitor the way students ask and answer questions in class as well as interactions between students for signs of low self esteem.

Content Standard 12 Display Self-Esteem while Speaking

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

Internet Resources

For an article on self-esteem in children see:
<http://www.schwablearning.org/articles.aspx?r=385>

Sample Lesson Objectives

12.8 While discussing the statement "Children should not be allowed to watch television until they have finished their homework," students will willingly express agreement or disagreement.

See Language Tree Bk 4 p.57

Learning Outcomes**Standard 2**

12.6 Volunteer information willingly without excessive timidity.

Standard 3

12.7 Demonstrate a willingness to express and explore concepts such as truth, right, wrong and fairness.

12.8 Confidently express agreement or disagreement with statements made by their peers.

12.9 Discuss abstract concepts such as truth, right, wrong and fairness and explore the possibility that different people may have different opinions about them.

Sample Teaching Strategies

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

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

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

Class Routines: Students can be trained how to greet and talk to visitors to the classroom

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

Group activities: Role Play, small group discussion, problem solving groups, science discovery groups, jig-saw groups and so on can all provide students with opportunities to express their opinions in a structured, safe environment.

Formal Debates: Middle division students can engage in formal debates with simple procedural rules and short speeches they have prepared in advance. Informal debates can also help students to develop their speaking abilities confidently. Teachers should impose rules for speaking and should ensure that a small number of students do not dominate. Debates, like other activities require carefully planned before, during and after activities.

Linkages

CS4(L) Listen and communicate

CS8(S) Ask and answer questions

CS9(S) Express opinions and communicate ideas.

CS11(S) Deliver reports and speeches

CS13(S) Perform drama

CS14(S) Recite poetry

CS15(S) Participate in group discussions

CS25(R) Read aloud

CS32(R) Research from non-fiction texts

CS37(W) Write non-fiction

Sample Student Activities

Using Puppets: In groups, students discuss and select a story to be performed in a puppet show. Each group then writes and practices its own script.

Interviews: Middle division students can build self esteem by interviewing other students and familiar adults. They should not be required to seek out and interview strangers. Questions should always be prepared before hand.

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

Situational Role-Play: Students can role-play conversations for given situations, for example, meeting people for the first time. The teacher can provide model phrases for them to use.

13 Perform Drama

General Comments

Dramatization is a fun and creative activity that can involve all students in various roles, including those of actor, director, costume designer and set designer. Students in Middle Division should be introduced to prepared scripts. Students themselves can create the script from familiar stories or current events or social issues. Modeling and practice sessions are very important and must be done before any public performance. Having students audition for parts in a script is recommended so as to allow for selecting the best student for the part.

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

For classroom drama, including short skits and role plays, to succeed, careful planning and rehearsal is essential. Teachers should communicate high expectations to the students and they should provide clear guidelines and structure.

As students progress through Middle Division they need to become familiar with stage parts, direction, props and gestures.

Content Standard 13 Perform Drama

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

Assessment

Even if dramatic activities are not given a grade, students need to be informed about the quality of their performance. Such feedback should usually focus on the positive but include some advice as to how to improve. In addition to using the right words, teachers can observe students' use of gesture, use of voice and ability to follow stage directions.

Internet Resources

<http://www.sasked.gov.sk.ca/docs/mls/speak027.html>

<http://www.redbirdstudio.com/AWOL/stage.html>

Language Tree

Bk3 Units 1, 15, 21

Bk4 Unit 12, p8,

Bk5 Units 2, 14, & p8, 68,

Sample Lesson Objectives

13.5 After rehearsing from a prepared script, students will perform a short skit for their classmates demonstrating good use of the voice.

Learning Outcomes**Standard 2**

13.4 Dramatize short plays or skits from a prepared script.

Standard 3

13.5 Participate in dramatic activity giving attention to effective delivery: enunciation, pitch and volume.

13.6 Describe the different parts of a stage and understand simple stage directions.

13.7 Based on a play script, play the part of a character in a play for public performance.

Standard 4

13.8 Understand the conventions of play scripts, including stage directions, scene changes, the use of props and how writers make action seem realistic.

13.9 Play the part of a character in a drama with confidence, voice variation and "stagecraft".

13.10 Discuss the importance of gesture and movement in performing drama.

Sample Teaching Strategies

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

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

During the Performance: Create a safe area for the performance. Set rules for the performers and for the audience. Encourage students to face the audience and speak loudly and clearly.

After the Performance: - Give feedback, encouragement and rewards.

Modeling: Teachers will usually have to model stance, gesture and use of voice.

Scripts: Scripts should be interesting for the students and at their reading level.

Purpose: The purpose of the drama should be established through discussion and other techniques.

Stage Positions: Before a performance, a lesson on the positions of the stage is usually necessary. CUDLR - C for Center Stage, U for Up stage, D for Down Stage, L for Left Stage and R for Right Stage. Students should also be made aware of how to use the stage positions for optimal performance.

Linkages

- CS5(L) Respond to spoken texts
- CS10(S) Narrate real and fictional events
- CS11(S) Deliver reports and speeches
- CS12(S) Display self-esteem while speaking
- CS14(S) Recite poetry
- CS19(S) Use speech prosody and gesture
- CS25(R) Read aloud
- CS31(R) Comprehend fiction texts
- CS34(W) Write stories

Sample Student Activities

Dramatizing Short Plays and Scripts: Students dramatize plays and scripts for performance within the classroom or to a wider audience such as other students, the local community and at the Festival of Arts.

Mime: The use of mime, in which actors do not speak, helps students appreciate the importance of gestures. Short miming activities can be integrated into most subject areas.

Character Impersonation: Students select a favorite television or movie character or well known local personality and pretend to be that character.

Role play: can be integrated into most subject areas.

14 Recite Poetry

General Comments

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

In the Middle Division certain types of poetry are helpful and are a fun way to teach children syllable and sentence stress. Haiku and limerick poems are two such types respectively. Children should be encouraged to create their original poems and recite these for their class and school community.

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

Content Standard 14 Recite Poetry

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

Assessment

When assessing, monitor:

- the linking of gestures to words,
- the pronunciation of words,
- the accurate memorization and recall of the original,
- the stressing of syllables appropriately,
- the relationship with the audience and
- Self-confidence.

If recitals are graded, discuss the criteria with the students and model how the criteria can be achieved.

Internet Resources

<http://www.soundsofenglish.org/tips.htm>

<http://www.poets.org/page.php/prmID/85>

Language Tree

Bk3 Units 5, 14, & p 121

Bk4 Units 6, 11, 19 & p121

Bk5 Units 7, 13, 21

Sample Lesson Objectives

14.9 After practising with a classmate, students will recite a short poem from memory.

Learning Outcomes**Standard 2**

Although there are no learning outcomes for Standard 2, students can still be involved in poetry recital

Standard 3

- 14.7 Recite poems from memory capturing the emotional and aesthetic experiences presented by the poet
- 14.8 Pay attention to patterns of rhythm and rhyme while reciting short poems.

Standard 4

- 14.9 Memorize and recite a poem containing several stanzas.

Sample Teaching Strategies

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

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

Repeated Readings: A student cannot be expected to recite a poem perfectly the first time. Rehearsal and repeated readings are essential. The importance of practicing a skill can also be demonstrated for the students.

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

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

Poetry Recording: Recording students recital of poems allows them to rehearse and repeat the recitals until they "perfect" them. The recording can then be played for other audiences.

Haikus and Limericks: Haiku poems can be used to increase students' awareness of syllables. Reciting limerick poems increases students' awareness of rhythm, intonation and stress.

Poetry Wall: Display poems on a poetry wall, including those composed by students created. From time to time, a poem is selected for recital.

Linkages

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

Sample Student Activities

Poetry Contest: Students can participate in a poetry reading contest. Alternatively, teachers can compete and students can be the judges. Contests should have clear judging criteria that have been discussed with the contestants, for example, use of voice, use of gesture, confidence, and clarity of pronunciation.

Anthology of Favourite Poems: Both teachers and students can make anthologies of their favourite poems and, from time to time, read one to the class.

Recite Own Poems: Students can be encouraged to perform poems they have written. A class booklet of poems could be published and shared with parents.

Line by Line: Different students read different lines of a poem in succession.

Recite Thematic Poems: Linking poems to a season, event or theme, such as Christmas and Easter gives a poetry recital more purpose.

Identify rhyming patterns in poems

15 Participate in Group Discussions

General Comments

In Middle Division students should be able to work cooperatively in small groups. This is more likely to occur successfully if the clear rules are discussed and enforced. It is also important that the tasks set for groupwork require active cooperation and allow for all students to participate. Tasks that do not require discussion or that do not have sufficient activities for all students to be involved should not be used for groupwork. Similarly, teachers should ensure that students understand the nature of the task, its purpose and the expected outcome.

Group activity must be closely monitored to ensure that students are working together collaboratively. It is not unusual for middle division students to compete with each other when they are supposed to be working together. Teachers to ensure full participation and contribution by all students and not allow one student to dominate a group.

The essence of group work is that students talk to each other, not to the teacher. Given clear guidance, middle division students should be able to control their own discussion.

Another important aspect of group work is ensuring that the opinions of all students are valued and discussed. Incidents of prejudice and intolerance require immediate teacher intervention.

Content Standard 15 Participate in Group Discussions

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

Assessment

Observation check list.

- (a) Does the student make contributions to discussions?
- (b) Does the student focus on the discussion and is not easily distracted?
- (c) Does the student listen to the contributions of others without interrupting?
- (d) Does the student respond positively to the ideas of others?
- (e) Does the student ask questions to clarify and develop the ideas of others?

Internet Resources

<http://www.utc.edu/Administration/WalkerTeaching>

ResourceCenter/FacultyDevelpoment/Cooperative Learning

<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

Sample Lesson Objectives

15.6 In groups, students will read and discuss "The Nariva Wetlands"* and collaborate to design a poster about the environment.

* (Language Tree Bk5 Unit 18)

Learning Outcomes**Standard 2**

- 15.4 Work alongside other students in a group, helping each other complete a given task.
- 15.5 Compile and share information in a group through verbal and non verbal messages.

Standard 3

- 15.6 In a group, discuss a topic of mutual interest and share the group's information with the class.
- 15.7 Demonstrate an ability to work effectively in self-motivated, self-organized groups.

Standard 4

- 15.8 During group discussions be tolerant of and sensitive to the needs of all participants, including those who have special needs such as speech, hearing and visual impairments.
- 15.9 Demonstrate tolerance for the ideas of others in a group situation.

Sample Teaching Strategies

Collaborative Group Tasks: Group tasks should require students to work together: for example brainstorming, making lists, finding information, solving problems, and planning and performing role-plays. If students do not have to collaborate to complete a task, then it should be done individually. Groups of between 2 and 5 students can be effective. Larger groups are unlikely to lead to good collaboration. The teacher should carefully consider who is in each group, and groupings should be different for different tasks.

Group Rules: Present and establish rules for discussions and group work, including rules for borrowing, sharing and using equipment.

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

Group Variety: Use several types of groups for example, friendship groups, ability and mixed ability groups, gendered groups, jig-saw groups, interactive writing groups, research groups, problem solving groups and so on.

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

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

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

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

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

Linkages

Groupwork can occur in the teaching of any content standard.

- CS4(L) Listen and communicate
- CS8(S) Ask and answer questions
- CS9(S) Express opinions and communicate ideas.
- CS12(S) Display self-esteem while speaking.

Sample Student Activities

Projects: Students should often work in groups to complete projects such as models, charts, experiments.

Topic/Story Discussion: Group discussions should usually link to current classroom topics, stories, issues and so on.

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

Role-Play: Students plan, rehearse and perform a role-play in small groups

16 Pronounce Words Appropriately

General Comments

Pronunciation includes word stress, sentence stress, intonation, transitions between words and the making of appropriate sounds.

Pronouncing words appropriately is necessary for effective communication. Incorrect pronunciation strains communication and may even change a phrase's meaning.

Practicing pronouncing words without a communicative context, that is, in isolation, is unlikely to be effective. It is better to use rhymes, songs, poems and other texts.

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

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

Note on /th/ The use of a hard /t/ sound when pronouncing words requiring the soft /th/ (saying *tree* instead of *three*) is very common in most countries where English is not the first language. It is important that students are made aware of the soft /th/ pronunciation but in reality this is a very difficult speech pattern to correct and it is unlikely to be beneficial to spend much time trying to do so. A more serious, but rarer problem is the reverse: using a soft /th/ for words that require a hard /t/ - for example saying school *therm* when *term* is intended. Such usage can be corrected.

Assessment

Teachers should monitor students' pronunciation as they perform a variety of speaking tasks, intervening where appropriate. Pronunciation and elocution tests are **not** recommended.

Content Standard 16 Pronounce Words Appropriately

Pronounce words clearly
and appropriately

Internet Resources

http://www.teachingenglish.org.uk/try/prontry/tongue_twister.shtml

S

Sample Lesson Objectives

16.3 Through playing the game 'Feed Me', students will be able to pronounce words ending with '-ion'.

Learning Outcomes**Standard 2**

16.3 Pronounce most words appropriately and clearly.

Teachers of students in Standard 3 and Standard 4 should continue to monitor pronunciation.

Sample Teaching Strategies

Modeling: Good modeling of appropriate pronunciation, particularly of those sounds that cause students frequent difficulties is essential.
Reading Aloud: Teachers should read aloud to students frequently. As they do so, they should model appropriate pronunciation.

Songs and Rhymes: Use songs and rhymes that contain words that are often mispronounced, particularly multi-syllabic ones.

Monitor Phoneme Switches: Many students switch the sounds of certain words, for example saying *aks* instead of *ask*. This should be corrected.

Sample Student Activities

Games: Games provide teachers with opportunities to monitor pronunciation.

Feed the Monkey: – A monkey (or other animal's) face is made on card with a slot for the mouth. Students draw a word card from a bag. If they pronounce it correctly, they feed the card to the monkey.

Tongue Twister Games: Students recite tongue twisters, usually a sentence that is difficult to say fluently because of the sounds in it. Tongue twisters can be composed by the students or can be well known ones such as "Sally sells sea-shells by the sea shore."

How to write a tongue twister: Most words must begin with the same sound or a sound similar to it- For example:

- | | |
|-----------------------------|---------------------------|
| 1. What is your first name? | Sandy |
| 2. Write something you did. | sold sweets |
| 3. Where? | On South Street |
| 4. When? | on Saturday |
| 5. Why? Because | because she needed sheets |

Linkages

All Content Standards from CS8 to CS15

CS1(L) Identify and distinguish between sounds

CS25(R) Read aloud

17 Use Correct Grammatical Structures in Speech

General Comments

The achievement of this content standard should be integrated into the teaching of CS8-CS15, CS32 and CS44-45.

This content standard refers specifically to the use of grammar in speech, not writing.

In the Middle Division, students need to expand their oral language skills. Through the use of activities such as interviews, debates and oral reports, the students can be given opportunities to express themselves orally. The more opportunities the students have at practicing these grammatical structures the better they will become.

Accurately using correct grammatical forms should be consistently reinforced across the curriculum. This can be done by drawing students' attention to their mistakes and helping them understand what the correct forms should be. This does not mean, however, that an insistence of perfect grammar should be an obstacle to the free-flow of ideas and discussions about concepts and so on. Teachers need to use their judgment and be flexible.

Teachers should endeavor to model correct grammar.

Content Standard 17 Use Correct Grammatical Structures in Speech

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

Assessment

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

Teachers should try to notice error patterns. For example, a student might always use the wrong verb form when asking a question with an auxiliary

Internet Resources

http://www.teachingenglish.org.uk/try/speaktry/story_bag.shtml

S

Sample Lesson Objectives

17.6 After preparing and rehearsing, students will deliver a short oral report on a topic of their own using correct subject-verb agreement.

Learning Outcomes**Standard 2**

- 17.6 Demonstrate correct subject-verb agreement when speaking standard English when using the verbs be, do, have and go.
- 17.7 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple sentences.
- 17.8 Demonstrate a sense of what is and is not a sentence and pause at the end of sentences.

Standard 3

- 17.9 State ideas using sentences that join two or more clauses using coordinating conjunctions.

Note: For Middle Division students, it is assumed that learning outcomes for CS17 are achievable in standard English.

Linkages

All Content Standards from CS8 to CS15

- CS19(S) Use speech prosody and gesture
- CS44(W) Apply correct grammatical forms in writing
- CS45(W) Incorporate stylistic devices in original writing

Sample Teaching Strategies

Setting Expectations: Teachers should communicate to students that the accurate use of language is important.

Modeling: Teachers should strive to consistently model the correct use of standard English grammatical forms.

Talk Opportunities: Students need lots of opportunities to talk in class. These can be created by the use of morning circles, sharing news, small group and pair activities. Teachers can monitor their use of language, intervening where appropriate.

Explicit Teaching: Some explicit teaching of correct grammatical forms may be beneficial. This should, however, be limited to a few minutes at a time.

Opportunistic Teaching: It can be effective to teach target grammar as students make errors as they carry out other learning tasks.

Error Correction: It is not sufficient just to correct a student's mistakes. They need to be helped to understand why the mistake was made.

Exposure: Students need to hear speakers, including those on television and radio, who use correct grammatical structures.

Minimizing Risk: Teachers should ensure that students are not afraid that they will be disciplined, laughed at or disrespected if they make mistakes.

Sample Student Activities

Interest Talk: Students prepare a short presentation about an area of interest such as hobbies, trips etc. Assessment can reward the use of target grammatical structures.

Story in a Bag: In groups students compose a story. They have to use words, for example conjunctions, that are in their bag.

Morning/Talking Circle: Students talk about area of interest, share ideas, comment on news and so on.

Interview: Students conduct interviews with their peers or familiar adults. Before conducting the interviews, they practice the questions.

Information Gap

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

18 Use Appropriate Styles and Registers in Speech

General Comments

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

In Belize, English is not the first language for most students. We are exposed to several different languages on a daily basis. Most students are only exposed to English in schools or through the media. Education should encourage students to value all languages but proficiency in standard English remains a major goal for all.

Kriol is one of the languages of Belize. Students need to know (a) the differences between Kriol and English and (b) when it is and when it is not appropriate to use Kriol.

Teachers need to allow students to practice and appreciate the use of different languages and registers. An understanding of how and when to use different forms will make students more effective communicators. Students should be given the opportunity to experiment with the different registers so as to build their self esteem and confidence.

Assessment

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

Student Assessment Checklist: In groups of three, while two students hold a conversation, the third can monitor their use of appropriate language using a checklist.

Content Standard 18 Use Appropriate Styles and Registers in Speech

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

Resources

www.kriol.org.bz is the official web-site of the National Kriol Council of Belize.

S

Learning Outcomes

Standard 2

- 18.3 Display awareness of the difference between standard English, Kriol and other languages.

Standard 3

- 18.4 Discuss the social norms for the use of Kriol and standard English in Belize and demonstrate the ability to choose the appropriate code in any given situation.
- 18.5 Choose the appropriate form of words for a variety of formal situations, for example, greeting visitors, making introductions, showing people around, giving thanks, expressing joy or sadness, apologizing, expressing welcome and giving praise.

Standard 4

- 18.6 As appropriate to the situation switch between standard English, Kriol and other language codes with sufficient control that one code does not overlap with or interfere with another.
- 18.7 Recognize that the type of language a person uses to express an idea depends on the situation and who they are talking to.
- 18.8 Demonstrate the ability to choose the appropriate language register for the situation, for example, formal, informal, academic, etc.

Sample Lesson Objectives

- 18.5 Provided with a situation card, students will be given time to think and respond to the situation using the appropriate register.

Sample Teaching Strategies

Explicit Teaching: Present students with specific phrases in Kriol and English to illustrate the differences between these codes.

Modeling: Demonstrate appropriate usage of the formal phrases for introductions, etc. Puppets could be used.

Literature: Use stories, poems and songs that contain the language structures you are targeting. These may include stories that use Kriol and other languages.

Brainstorm: Elicit from students what they know about speaking "politely" in various situations.

Rewards: Give rewards to students who use appropriate language forms, for example, when asking for permission to go to the bathroom.

Sharing: Provide opportunities for students to share their knowledge of different languages with their peers.

Environment: Set expectations for the use of language within the class. This should allow for the use of languages other than English in specified situations, especially when students are working with each other.

Language Colour Signals: On the blackboard place cards of different colours to indicate which languages students can use. For example, green could mean standard English only, yellow could mean Kriol or Spanish is allowed.

Modeling: Teachers should always model appropriate use of language. Most of the time this will mean using the formal registers of standard English.

Discussion: Students discuss when and how different registers should be used. This can lead to the creation of class rules.

Linkages

- CS2(L) Listen for information
- CS4(L) Listen and communicate
- CS8(S) Ask and answer questions
- CS17(S) Use correct grammatical structure in speech.
- CS44(W) Apply correct grammatical forms in writing
- CS45(W) Incorporate stylistic devices in original writing.

Sample Student Activities

Role Play: use scenarios to practice using request forms, for example, shopping, asking for items, borrowing items, greeting people, and so on.

Pair work: Students rehearse using appropriate forms in pairs.

Telephone role play: Students sit in pairs, back to back, to hold a telephone conversation. Each student can have a card explaining who they are pretending to be and why they are telephoning.

Poetry Recital: Students recite poems in different languages and registers.

Drama: Characters in plays often use informal language.

19 Use Speech Prosody and Gesture

General Comments

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

It is usually not necessary to have activities specifically designed to teach prosody and gesture. Instead, the teaching of this area should be integrated into the activities used for CS8 to CS18.

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

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

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

Content Standard 19 Use Speech Prosody and Gesture

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

Assessment

Observe students as they recite and speak with appropriate gestures, pause, variation, intonation and stress. Use simple grading rubrics and share these with the students.

Internet Resources

<http://www.sasked.gov.sk.ca/docs/mla/speak023.html>

www.bteducation.org/resources has free printable and downloadable resources for primary school teachers.

Sample Lesson Objectives

19.3 After practising in groups, students will be able to recite the poem "Steel Band Jump Up" with controlled gestures.
(Language Tree Bk p76)

Learning Outcomes**Standard 2**

19.3 Control gestures used to reinforce meaning when speaking.

Standard 3

19.4 Use pauses and variation in intonation to communicate shades of meaning.

19.5 Vary the tone of voice to express mood, emotion and humour.

Standard 4

19.6 Consistently stress the correct syllable in multi-syllabic words.

19.7 Pace the delivery of speech appropriately for the listener and the situation.

Sample Teaching Strategies

Morning Circle: A routine time each day during which students share news and ideas can help them speak more confidently and fluently in class.

Read Alouds: Frequent reading aloud of stories and poems by the teacher creates opportunities for modeling appropriate gestures, intonation and stress patterns and voice control.

Guest Speakers: The use of guest speakers allows the students to observe adults apart from the teacher using good prosody.

Call and Response: The teacher models saying phrase, the students then repeat it.

Chain Drills: The teacher begins a chain by modeling a sentence. Each student in turn then repeats it.

Group Practice: Divide a story or poem into parts. Each group has to practice and then perform their designated section.

Story Dialogue: As a story is read, the teacher reads descriptive parts and selected students play the part.

Sample Student Activities

Action Poems: Students recite poems with actions

Pronunciation Game: Flashcards of multisyllabic words can be used to create a simple game.

Role play: Students role play scenarios that require dramatic use of language, for example, telling someone the 'house is on fire'

Oral presentations, Reports and Mini-Talks: Students need time to rehearse.

Drama: Short dramas, including those in Language Tree can be read many times until the students can play the parts to good effect.

Story Telling: Retelling familiar stories and reciting well known nursery rhymes, poems and songs allows students to concentrate on speech prosody and gesture. This is more difficult if the students are telling an unfamiliar story.

Linkages

All content standards from CS8-CS15

CS1 (L) Identify and distinguish between sounds

CS4 (L) Listen and communicate

CS25 (R) Read aloud

Reading

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

CS20 Apply Phonics Knowledge

General Comments

Reading and writing in English is based on an alphabet code in which 26 letters represent approximately 42 sounds (or *phonemes*). Teaching the use of the alphabet code to read and write words is known as “phonics”. The basic alphabet code is learnt in lower division (see note 3 below). Any students that do not have a good grasp of the basic code must be given instruction in it urgently.

Phonics skills never cease to be important. Even sophisticated adult readers occasionally sound out words they have never seen before. However, from Standard 1 onwards, students should increasingly use other strategies to read and write words, including knowledge of familiar and predictable letter patterns.

In middle division, much instruction should focus on strategies for paying attention to parts of words (chunks). The ability to rapidly recognize chunks enables readers to pronounce words accurately and quickly, even when the words are difficult and unfamiliar. Chunks include common prefixes and suffixes as well as frequently occurring consonant and vowel clusters, such as *spr*, *str*, *ing*, *nch*, *igh*, & *are*. (See the lower division learning outcomes for more details.)

Notes

(1) The rote memorization of lists of spelling words is rarely an effective strategy if the objective is to improve reading fluency and accuracy in reading and writing.

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

(3) By the end of lower division students should be able to identify all of the phonemes of the English language and connect them to the letter or letters that usually represent them in print. They should know that many phonemes can be represented in more than one way and they should be developing an understanding of which spelling patterns are most common. Lower division students are also expected to use their knowledge of letter-sound relationships to read words by blending sounds together and to deduce word spelling by segmenting (dividing) words into sounds to write them. Middle division students who cannot do this need to be taught these skills explicitly and systematically.

Content Standard 20 Apply Phonics Knowledge

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

Assessment

All teachers should test their students’ phonics knowledge at the beginning of the school year to determine whether remedial intervention is necessary.

Students should be asked to read aloud texts that contain specific spelling patterns, (e.g. ea, igh, ough). Teachers should note which patterns cause difficulties.

Internet Resources

A readable article for teachers of middle division students can be accessed at:

www.sadlier-oxford.com/docs/read_papers/9634-9_WordStudy%20WP.pdf

Language Tree Book 3 p.104 (CS20.21)

Sample Lesson Objective

20.26 By the end of the lesson students will be able to explain how they can use knowledge of words with similar spelling patterns to read an unknown word.

Learning Outcomes**Standard 2**

20.21 Recognise that some words may have the same sound but different spelling, e.g. red/read, hare/hair.

20.22 Read words with a variety of long and short vowel sounds, including multisyllabic words.

20.23 Apply alphabet code knowledge to read the majority of words correctly.

20.24 Develop a sense of when a word "looks right" based on spelling patterns and length.

20.25 Automatically use phonics knowledge to decode unknown words in print.

Standard 3

20.26 Independently use a variety of strategies to read unfamiliar words including using phonics knowledge, recognizing similar patterns from other words and applying knowledge of suffixes, prefixes and the structure of words.

20.27 Discriminate between words with similar spelling patterns but different pronunciation (head/bead, good/moon, dough/rough/thought, cow/low)

Sample Teaching Strategies

Although some word recognition strategies do need to be explicitly taught and modeled, this should occur in short teaching segments and alongside reading comprehension and writing.

Middle division students who lack knowledge of the basic alphabet code should be given explicit, small group remedial instruction.

Spelling Pattern Frequency: In lower division, students are routinely exposed to the most common ways of spelling each of the sounds of English. In middle division, a limited amount of explicit teaching on the less common patterns may be beneficial. For example, ee, ea, and ey are more common ways of spelling the long /e/ sound than ie (fiend) or ei (receive).

Homophones: It is more important for students to be able to identify and differentiate between homophones and homonyms than it is for them to be able to use or define this technical term.

Chunk Word Wall: Words that contain chunks of letters that commonly occur in words, such as -igh and -ing can be a focus of the classroom's word wall.

Word Analogy Strategies: Students can be taught that when they come across an unknown word they can try to think if words that have similar chunks; for example, getting the word "tight" from "light".

Sample Student Activities

Hunt the Letter: Students have to find the letter in printed materials in the classroom.

Beginning, Middle and End: Many students learn quickly to pay attention to the letters and sounds at the beginning of words; however, some students fail to pay attention to sounds and letters that occur in the middle or at the end of words. Encourage all students to pay attention to all the parts of any unknown word. This especially applies to students who appear to read the opening chunk of a word and then guess the rest of it. Rhyming and other word games are useful activities to train students in this area.

Linkages

CS1(L) Identify and distinguish between sounds

CS21(R) Recognise words by sight

CS25(R) Read aloud

CS27(R) Comprehend fiction texts

CS34 (W) Write stories

CS40 (W) Write clearly and legibly

CS41 (W) Spell words appropriately

CS21 Recognise Words by Sight

General Comments

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

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

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

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

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

Assessment

Assessment should focus on both the fluency (speed) and accuracy of reading. Over a period of time, teachers should listen to every student reading a text aloud. They should then note specific behaviour. For example:

- Does the student track text with their finger?
- Does the student re-read words when they do not make sense?
- Does the student guess the word from its beginning, especially if it is a multisyllabic word?
- Does the student pause after every word or does the reading flow?
- What proportion of words (approximately) does the student misread?

Content Standard 21 Recognise Words by Sight

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

Resources

The most commonly used lists of high frequency words are the Dolch Word Lists and the Fry Hundred's Word Lists. Many internet sites have links to these, for example:
literacyconnections.com/Dolch.php

R

Learning Outcomes

Standard 2

21.6 Read on sight approximately two hundred high frequency words including addresses and place names in Belize, including multi-syllabic and irregularly spelt ones, for example, Xunantunich.

Standard 3

21.7 Read on sight place names from the Caribbean region and Central America

Standard 4

21.8 Accurately and fluently, read on sight a majority of words encountered in print.

Sample Lesson Objective

- 21.6 Working in groups, students will match photographs of Maya sites with their written names.
- 21.7 Students will read a news report containing a range of regional place names, pronouncing each one correctly.

Sample Teaching Strategies

Lots of Reading: The main way that sight words are learnt is by frequently reading them in appropriate texts. Teachers should find or write stories that contain the target words.

Word Walls: Target words that are the high frequency sight words that students encounter in their reading. Words can be placed on a word wall.

Note: Students will not be able to read a text fluently enough to learn new sight words if they cannot already read at least 90% of the words in it.

Sample Student Activities

Types of Reading Activity:

- Shared Reading: The reading of a story to the whole class from a big book or chart. The teacher often points to each word as it is read.
- Guided Reading: An individual or small group of students read a book along with the teacher. The teacher offers support and can ask questions to aid comprehension.
- Echo Reading: The teacher, or another proficient reader, reads a story while the learner tracks the text. The learner then reads the same section.

Word of the Day: A high frequency word is made word of the day. The teacher displays it prominently in the classroom and students get "word of the day" points for using it correctly in a spoken or written sentence.

Uninterrupted Sustained Silent Reading: Also known as DEAR (Drop Everything and Read). At the same time every day, students spend a specified amount of time, typically fifteen or twenty minutes, reading a book or other text of their choice for pleasure. This occurs during class time and is usually an individual activity.

Linkages

- CS20(R) Apply phonics knowledge
- CS23(R) Display word power
- CS25(R) Read aloud
- CS27(R) Comprehend fiction texts
- CS31(R) Comprehend non-fiction texts
- CS34(W) Write stories
- CS41(W) Spell words appropriately

CS22 Use Context Clues

General Comments

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

Sometimes students who have developed satisfactorily in lower division find it difficult to cope with middle division texts. This is sometimes because some strategies that are effective in beginner's texts, such as memorizing frequently recurring words and guessing meaning from pictures are no-longer effective. These students need to be taught new "word attack" strategies to cope with their new difficulties.

The grammatical aspects of this content standard should be taught in conjunction with CS43, 44 & 45.

Assessment

Texts used to evaluate reading comprehension should be on topics that are familiar to the students.

Retelling: Students read a passage and retell it, orally or in writing. Teachers should note (a) if the main ideas, key points, and supporting details are accurately depicted and (b) if the student repeat the vocabulary of the original or demonstrate an understanding of it by using alternative terms.

Reading Comprehension Exercises: Questions should be included that focus on target vocabulary items.

Interviews: Teachers should ask students to explain what they do if they encounter an unknown word. This assesses if they are using useful strategies.

Content Standard 23 Display Word Power

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

Resources

For a quick lesson idea, see:
<http://www.lessonplanspage.com/OBeginSchoolEffectOfEffortOnGrades35.htm>

Language Tree

Bk 5 p. 63, 75

Sample Lesson Objective

22.14 After reading "Tiger Was Once King of the Forest," students will identify four adverbs used to describe Tiger and explain what they tell them about the character.

Learning Outcomes**Standard 2**

- 22.13 Use context clues from the text to infer the meaning of an unfamiliar word.
- 22.14 Identify, and explain the purpose of, an adverb in a written text.
- 22.15 Identify, and explain the purpose of, exclamation marks in a written text.
- 22.16 Use background knowledge of the topic to identify the meaning of a sentence.

Standard 3

- 22.17 Use quotation marks to differentiate between speech and non-speech in a written text.
- 22.18 Re-read a text to try to decipher and arrive at the meaning of unfamiliar words.

Standard 4

- 22.19 Identify, and explain the purpose of, passive forms in written text.
- 22.20 Identify, and explain the purpose of, subordinating conjunctions, for example, because, when, unless, in written texts.
- 22.21 Understand that the context in which a word is used may alter its meaning.
- 22.22 Use grammatical awareness to predict the meaning of words.

Linkages

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

Sample Teaching Strategies

Explicit Strategy Teaching: There are four components of explicit strategy instruction: explanation, modeling, practice and application.

Strategies for inferring the meaning of unfamiliar words include: (1) rereading the text; (2) looking at the words that come immediately before and after the unknown word; (3) identifying if the word is a noun, verb, adjective or adverb (etc) (4) identifying prefixes, suffixes and parts of the word (5) thinking about similar words (6) looking at pictures (7) checking if a guess makes sense from what comes afterwards.

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

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

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

Sample Student Activities

Word Inferring Chart: A word inferring chart has three columns (1) The word I don't know (2) What I think it means (3) Why I think it means that.

Punctuation Game: Given a series of words, students try to come up with sentences of different meaning by altering only the punctuation.

Word Prediction: Given a sentence containing a blank space, students predict which class of the word, for example, adjective, noun or adverb, is missing.

CS23 Display Word Power

General Comments

One of the major differences between middle division and lower division reading texts is the range of vocabulary used because lower division texts tend to have a tightly controlled vocabulary of phonetically spelt words and common irregularly spelt ones. A lack of word power can cause some students who perform well in lower division to struggle in middle division. If students cannot understand the meaning of the words in their texts, they cannot read them well.

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

Students need to maximize their ability to extract meaning from the morphemic structure of words, particularly from prefixes and suffixes. They also need to develop the habit of using a dictionary, although they may need help understanding the meaning of dictionary definitions.

Students will benefit from explicit vocabulary instruction. Teachers can use stories and other texts to introduce approximately ten words each week. Students should not be asked to memorize word meanings, since this is rarely beneficial. It is more effective to explain new vocabulary through synonyms, analogies and example. Students need to be encouraged to use new words in meaningful, original sentences. The use of new and unusual words should also be rewarded.

Technical vocabulary relating to the topics of language arts reading texts and those of other subject areas should be highlighted.

Content Standard 23 Display Word Power

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

Assessment

The extent of a student's word power is very difficult to measure accurately. Any test will, inevitably, only sample a small number of the words the student knows. In middle division, however, students can be asked to form new words by adding prefixes and suffixes to root words. The frequency with which they make real words (e.g. misfortune) as opposed to plausible but non-existent words (e.g. unfortune) indicates their general word power.

In the Peabody Picture Vocabulary Test, the teacher presents the students with four numbered pictures. The teacher says a vocabulary word and the student says or writes the number of the picture it goes with. What is in the pictures is less important than the difficulty level of the target word.

Other useful strategies for assessing vocabulary range include word games, response to literature and choosing the correct word from a list in a fill-in-the-blanks procedure.

Resources

An easy to read chapter on "word study strategies at the middle grades" is available at

www.sadlier-oxford.com/docs/read_papers/9634-9_WordStudy%20WP.pdf

Language Tree

Bk 3 p25, 35, 44, 60, 109

Bk4 p.20, 45, 65

Bk5 p11, 41, 59, 71, 148,

Sample Lesson Objective

23.7 After reading "Alien TV" students will discuss the slight differences in meaning of the words listed in Exercise 1, p60, of Language Tree Bk4.

Learning Outcomes**Standard 2**

- 23.5 Recognize that some words are used in the standard English spoken in Belize that are not used in other English speaking countries, for example words borrowed from Maya, Spanish or Garifuna.
- 23.6 Make collections of significant words, words of personal interest and words from particular topics.
- 23.7 Discuss shades of meaning of synonyms, e.g. happy, glad, contented, satisfied, etc.
- 23.8 Read and understand words with common prefixes and suffixes.

Standard 3

- 23.9 Explain how some suffixes and prefixes are used to change the part of speech of a word, e.g. culture (n) cultural (adj), or book (n) bookish (adj)
- 23.10 Discuss and collect words of similar and opposite meanings

Standard 4

- 23.11 Build words from common roots, e.g. medical/medicine/medicinal.
- 23.12 Interpret most homophones and homonyms correctly

Linkages

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

Sample Teaching Strategies

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

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

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

Teachers can also express enjoyment of and interest in unusual words.

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

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

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

SLAP: **S**ay the word
Look for clues
Ask yourself what the word might mean
Put the word in a passage in the place of a familiar word to see if it makes sense.

Sample Student Activities

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

Word discussion: After reading a passage, students discuss how prefixes and suffixes change the meaning of words.

Opposites Game: Each student is given a card with a word on it. They have to find their partner who has a word with the opposite meaning. This can also work for synonyms.

Suffixes Word Game: Same as opposites game (above) except that one student has a root word and the other has a prefix or suffix.

Personal Dictionary: Each student has a booklet in which they write their favourite words.

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

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

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

CS24 Use a Dictionary

General Comments

One of the teacher's tasks is to create a "dictionary culture" within the class in which students appreciate that dictionaries are useful sources of information about words.

Students are more likely to acquire the habit of using dictionaries frequently if they have access to ones which are appropriate to their level of development. A good "student dictionary" should have an easy to read format, clear examples, and an attractive, well-organised layout. Good student dictionaries also use a limited range of words for their definitions. A "children's dictionary" is usually more appropriate for lower division students. Although they are usually attractive and have lots of pictures, middle division students are likely to be frustrated by the limited number of words that they contain.

Content Standard 24 Use a Dictionary

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

Assessment

Observe how often, for what purposes, and under what circumstances students use their dictionaries.

Internet Resources

An online activity for students can be found at:
<http://www.bbc.co.uk/schools/ks2bitesize/blogs/shell.swf>

Language Tree

Bk3 p50,70,
Bk4 p15,70,109
Bk5 p16

Sample Lesson Objective

24.5 While editing their stories, students will use a dictionary to check words.

Learning Outcomes**Standard 2**

24.5 Without help, use a "students'" dictionary that has a controlled vocabulary for definitions.

Standard 3

24.6 When reading, note an unknown word that they will look up later but continue reading.

Standard 4

24.8 Use information from a dictionary about parts of speech, plurals, verb tenses and syllabication.

Sample Teaching Strategies

A small number of explicit lessons on dictionary skills will benefit students. However, once they have grasped the basic concepts, it is much more effective to integrate the use of dictionaries into other activities.

Elements that require explicit teaching include:

- the purpose of a dictionary
- concepts of alphabetical order beyond the first letter of a word.
- the meaning of symbols used in dictionaries

Editing Writing: Editing drafts of writing should be a regular feature of language arts lessons. This editing should involve the students in using dictionaries.

Five Minute Activities: Short, fun, activities can be used at the end of a lesson. For example, the group that finds a word first could be the first to leave the classroom after the bell.

Sample Student Activities

Dictionary Race: Students try to be the quickest to find given words. Alternatively, students try to be the quickest to put six words beginning with the same letter in alphabetical order.

Misspelt Word: Students try to find the correct spelling of misspelt words, for example balon, fatha, tigar, rabbit.

Class Dictionary: Over time, a class dictionary can be constructed. Students can nominate a new word for the dictionary. A group of students can work on an entry that includes information about the word's meaning, part of speech and syllabication.

Bilingual Dictionary: Students make a dictionary showing English words and ones from their first language. Definitions can be included.

Subject Dictionaries: Students can make their own subject specific dictionaries, for example, a science dictionary, a math dictionary and a social studies dictionary, in which they enter technical vocabulary.

Alphabet Poem: Students compose poems in which the first letter of the lines are in alphabetical order.

Linkages

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

CS25 Read Aloud

General Comments

The ability to read texts aloud fluently, that is at an appropriate rate and with meaningful expression and phrasing, is central to successful reading development. Consequently, students should get frequent opportunities to practice this skill by reading aloud stories, poetry, drama and a range of non-fiction texts. Such reading aloud should include their own work. Reading aloud by students is usually most effective when the students are already familiar with the text, (see Teaching Strategies box).

It is extremely important for the teacher to model good reading *by reading aloud to the students every day*. Some benefits of this are: (1) it allows the teacher to model good voice control; (2) it allows students to appreciate the fun, emotion and excitement of good writing; (3) it ensures that all students are exposed to extended, novel length, narratives; (4) it enhances students' listening skills (5) it provides a shared experience for whole class discussion and other activities.

Content Standard 25 Read Aloud

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

Assessment

Over a period of time, all students should read aloud to the teacher and the class. The teacher can develop a rubric based on the learning outcomes to assess each student's fluency and accuracy. For example:

- (a) Reads quickly without making errors
- (b) Reads quickly and self-corrects errors
- (c) Reads quickly and does not self-correct errors
- (d) Reads hesitantly without making errors
- (e) Reads hesitantly and self-corrects errors
- (f) Reads hesitantly and does not self-correct errors
- (g) Successfully reads only one or two words per sentence
- (h) Reads very few words successfully.

Internet Resources

A good article is "Guiding Fluency Instruction: Moving Students to Independence."

http://teacher.scholastic.com/products/fluencyformula/pdfs/Guided_Fluency_Instruction.pdf

Sample Lesson Objective

25.18 After studying "What Friends are For" silently, selected students will read it aloud to the class while demonstrating appropriate voice control.

Learning Outcomes**Standard 2**

25.16 When reading aloud, self-correct and/or re-read a word/sentence when it does not make sense in the context.

25.17 While reading aloud, vary tone of voice to emphasise key parts of the text.

Standard 3

25.18 When reading aloud, vary volume and tone of voice to hold the audience's attention.

25.19 When reading aloud, bring out the natural phrasing and rhythm of a passage.

25.20 When reading aloud, from time to time look up from the text to achieve eye-contact with the audience.

Standard 4

25.21 When reading aloud, pronounce most commonly occurring, regularly and irregularly spelt words, accurately and fluently.

25.22 Read with fluency and confidence from a variety of prose, poetry and non-fiction texts, including texts seen for the first time.

Linkages

CS13 (S) Perform Drama

CS14 (S) Recite Poetry

CS20 (R) Apply Phonics Knowledge

CS21 (R) Recognise words by sight

CS27 (R) Comprehend non-fiction texts

Sample Teaching Strategies

Texts for reading aloud by students should be comfortably within their reading level, that is, they should be able to immediately read 95% of the words. For more difficult texts, other activities should be done before students read aloud in front of their peers.

Three-Stage Fluency Instruction:

1. Modeling by the teacher – the teacher reads the text in an expressive and meaningful manner.
2. Assisted Practice – the teacher and the student share the reading task through Echo Reading and Paired Choral Reading. In Echo Reading, the teacher reads a section of the text, followed by the student. In Paired Choral Reading, the teacher and student read together, and the teacher raises or lowers the volume of his or her voice depending on the confidence of the student.
3. Independent Practice – the student practices reading the same text until he or she reads it fluently with meaningful expression.
4. The student reads the text aloud in front of their peers.

It is rarely productive to ask struggling readers to read new material aloud in front of their peers. Instead, struggling readers should always be given the opportunity to read texts that they fully understand, have already listened to and spoken about, and have had the opportunity to practice reading silently.

Sample Student Activities

Practiced Reading: Students practice reading a story, poem or report before they deliver it to the class.

Repeated Reading: The same or different students read the same text aloud several times – until it is read with good expression.

Read and Record: Students read aloud or recite a familiar passage and record themselves. They can then play back the recording to evaluate their own performance.

CS26 Select Appropriate Reading Material

General Comments

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

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

Encouraging students to use a school library can help introduce them to a variety of types of writing or genres. In other words, over a period of time, a student should choose a range of fiction and non-fiction books on a variety of topics.

Students must also develop library skills like becoming critical of what they read, learning how to select texts for themselves, and learning to read differently for different purposes (for example, reading fiction from cover to cover but skimming nonfiction texts to find the desired information).

At the beginning of the year, it is a good idea to ask each student's parents to contribute one reading book to the classroom library. There is a strong link between the number of books a child has access to and the development of their reading ability.

Content Standard 26 Select Appropriate Reading Material

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge

Assessment

Throughout the course of a term, the teacher should observe which books students are reading and whether they choose to read a variety of books. Students can be asked to keep a record of what they read and the teacher should ask them questions about their choices and about their opinions of the books they are reading.

Internet Resources

An article on teaching library skills can be found at <http://rapidintellect.com/AEQweb/5aug300615.htm>

Language Tree

Bk3 p66, p85

Standards Two and Three

R

Learning Outcomes

Standard 2

- 26.5 With guidance, select from a classroom or school library a variety of fiction and non-fiction texts, including pictorial books about science, short newspaper reports and short accounts of historical events.
- 26.6 Show a preference for a favourite author or for books about favourite subjects.
- 26.7 Read books of their own choice with unbroken concentration and attention for at least fifteen minutes.

Standard 3

- 26.8 Select and read for pleasure stories from other cultures.
- 26.9 Discuss, with reasons, their book preferences.
- 26.10 Read a newspaper or magazine and select the articles that are of most interest to them.
- 26.11 Use information from a book's front and back cover when making a reading selection.

Standard Four

See next section

Linkages

- CS6 (V) Comprehend and interpret visual images
- CS9 (S) Express opinions and communicate ideas
- CS28 (R) Interpret stories
- CS29 (R) Relate personally to stories
- CS30 (R) Read and relate to poetry
- CS31 (R) Comprehend non-fiction texts
- CS34 (W) Write stories

Sample Lesson Objective

26. During class discussion time, students will share which are their favourite books and why.

Sample Teaching Strategies

Routines and Records: Visiting the library should be a routine experience. Records should be kept, by both the teacher and the students, of the books that are borrowed.

Themes: Visits to the library should occur when a new unit theme is introduced. Before the visit, the teacher can gather the relevant books together.

Classroom Library: Each classroom should have its own library and reading centre.

Explicit Strategy Instruction Teach students to ask the following questions when selecting a book: (1) Is the size of print too big, small are just right; (2) Are there too many words and lines on the page? Too few? Just Right? (3) Are there pictures that will help me read the words? (4) When I read a few sentences of the book, can I understand most of the words?

Library Displays: Books need to be categorized and displayed attractively. Books that teachers want to highlight can be placed with the cover, rather than the spine, facing outwards. Books for students should not be kept in locked cabinets.

Sample Student Activities

Alphabetization Games: Students need to put word cards in alphabetical order to the second, third or fourth letter.

Book Hunt: Students need to learn how to locate a book in a library. During a book hunt, the teacher provides clues that should enable the students to find a particular book.

Uninterrupted Sustained Silent Reading: Time should be made available for uninterrupted sustained silent reading (USSR) or Drop Everything and Read (DEAR) every day. During these periods, each student should have their own book, one that is different than the books other students are reading. The teacher should set clear rules for USSR/DEAR time, for example: (1) everyone should read a book of their choice, (2) no talking or moving, (3) no interrupting. etc.

Sharing Reading: Students should be encouraged to share what they are reading with the teacher, their peers and their parents.

Reading Records: Each student can have a personal record sheet where they list the title, author and other details about each book that they read.

CS26 Select Appropriate Reading Material

General Comments

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

The emphasis in Standard Four is on enabling students to make informed, independent choices in both a classroom library and a school library. Students also need guiding towards an ever increasing range of reading materials. In Standard Four this should include an ever widening range of non-fiction texts that are read for pleasure as well as for information..

Visits to the library in Standard Four can be usefully linked to content themes and research projects. Teachers can also arrange special displays of books they would like the students to read.

Students must also develop library skills like becoming critical of what they read, learning how to select texts for themselves, and learning to read differently for different purposes (for example, reading fiction from cover to cover but skimming nonfiction texts to find the desired information).

Note: Teachers should ensure that books in classroom and school libraries are placed on the shelves in a logical way, for example by alphabetical order of the author's name. It is important to regularly maintain the books in this order.

Content Standard 26 Select Appropriate Reading Material

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge

Assessment

Students can keep their own record sheets of the books they have borrowed.

Students can be informally interviewed about their book choices.

Internet Resources

http://www.education-world.com/a_lesson/lesson261.shtml
has library skills lesson plans

Standard Four

R

Learning Outcomes

Standards Two and Three

See previous section

Standard 4

- 26.12 With guidance, select an appropriate book from a public library.
- 26.13 Discuss, with reasons, their favourite authors and favourite types of books.
- 26.14 Seek to widen their reading experiences by trying books types they do not normally read.
- 26.15 Independently, select and read a variety of non-fiction texts, including pictorial books about science, short newspaper reports, articles from age-appropriate magazines, and multiple paragraph accounts of historical events.

Linkages

- CS6 (V) Comprehend and interpret visual images
- CS9 (S) Express opinions and communicate ideas
- CS28 (R) Interpret stories
- CS29 (R) Relate personally to stories
- CS30 (R) Read and relate to poetry
- CS31 (R) Comprehend non-fiction texts
- CS34 (W) Write stories

Sample Lesson Objective

Students will choose a book from the classroom library and discuss the reasons for their choice with their peers and their teacher.

Sample Teaching Strategies

Displays: Books should be attractively displayed in the classroom.

Explicit Teaching: Different book categories, including fiction, non-fiction, biography, autobiography and reference, can be explained.

Modeling: When the class visits a library, the teacher should also choose a book.

Discussing Choices: The teacher should converse with students about the books they choose; pointing out features, giving advice and modeling ways of making good choices.

See also the previous section.

Sample Student Activities

Library Role Play: Ask students to pretend they are organizing a library. How would they arrange the books? (E.g. by title, by author, by content, date published, etc.) What furniture would they include? What rules would they have? and so on.

Book Categories: Give students several books. Ask them to decide which category they belong in. Alternatively, give students the title of books and ask them to guess what they are about.

Library Map: Students visit a library and draw a map showing its layout, including where different types of books can be found.

Uninterrupted Sustained Silent Reading: Time should be made available for uninterrupted sustained silent reading (USSR) or Drop Everything and Read (DEAR) every day. During these periods, each student should have their own book, one that is different than the books other students are reading. The teacher should set clear rules for USSR/DEAR time, for example: (1) everyone should read a book of their choice, (2) no talking or moving, (3) no interrupting. etc.

Sharing Reading: Students should be encouraged to share what they are reading with the teacher, their peers and their parents.

Reading Records: Each student, especially in Standard 1, can have a personal record sheet where they list the titles and authors of the books they choose to read. The record sheet can have a separate section for each type of book, e.g. story book, poetry and non-fiction book.

CS27 Comprehend Fiction Texts

General Comments

CS27 relates to literal comprehension. Interpretation and critical comprehension are covered by CS28 and 29.

The main purpose of reading is comprehension and reading should be viewed as a pleasurable, entertaining activity. Middle division students should be exposed to a variety of interesting stories that they can relate to.

Being able to read means more than being able to decode symbols on a page; it means having a full understanding of the message being communicated in print. Sometimes students display impressive decoding skills, making it appear that they are good readers, while they do not understand the meaning of what they are reading. Students who can decode but not comprehend usually struggle in middle division.

This content standard refers both to stories students read for themselves and ones read to them by the teacher. Teachers should read stories to students every day or almost every day. Simple texts with repetitive and/or rhyming structures should be used in Infant One. By Standard One, a wide range of stories on a variety of topics should be used.

Linking reading to units on themes of interest to the students aids comprehension because students can activate background knowledge.

Explicit teaching of comprehension strategies benefits all students, but is especially important for low achieving ones.

When planning reading comprehension lessons, teachers need to consider:

- (i) the ability and motivation of the students
- (ii) the difficulty level of the texts
- (iii) the difficulty level of the activity and
- (iv) the ways in which the environment might influence students' performance.

Content Standard 27 Comprehend Fiction Texts

Find, sequence and retell
story information.

Assessment

Questions can ask students to recall details about the character, setting, and sequence of events. They can also test students understanding of key vocabulary items and morphology.

Retelling: Ask "*Pretend I have never heard the story, tell me everything that happened?*" Assess: (1) Depiction of main idea; (2) Inclusion of Are the key points; (3) Recall of supporting detail; (4) Sequencing of events; (5) Depiction of plot, including appropriate beginning, middle and end; (6) Confidence level.

Resources

Language Tree

Bk3 p6, 31, 36, 86
Bk4 p6, p41, 56, 76-78, 91, 116
Bk5 p90

Sample Lesson Objective

27.11 After discussing the story "Alien TV" with the whole class and in small groups, students will rewrite the story in their own words, accurately including the main events.

R

Learning Outcomes**Standard 2**

27.7 When sequencing a story, independently select the most important events.

27.8 Show awareness of character when re-telling or re-enacting stories.

Standard 3

27.9 Explain the difference between dialogue and non-dialogue in a story.

27.10 Using original words, describe story settings, events and the physical appearance of characters.

27.11 Use descriptive language, including adjectives and adverbs when recounting characters and scenes from a story.

Standard 4

27.12 Sequence events in a chronological story in which the action occurs over a long period of time.

27.13 Explore chronology in a story, e.g. by mapping how much time passes between events or between the first and last events.

27.14 Distinguish between third and first person accounts.

Sample Teaching Strategies

When planning reading comprehension lessons, teachers need to consider:

- (i) the ability and motivation of the students
- (ii) the difficulty level of the texts
- (iii) the difficulty level of the activity and
- (iv) the ways in which the environment might influence students' performance.

Read Alouds: Teachers should continue to read aloud to the whole class, preferably every day, throughout middle division.

Pre-reading Activities: Set the scene, relate the story to the students' own experiences, elicit predictions and highlight target grammar and vocabulary items; during reading activities (see below) and post-reading activities that feature students talking and writing about the text.

During Reading Activities:

Students may require training to think and read at the same time. This can be achieved during read alouds by:

Modeling Thinking: Pause at appropriate points and "think aloud" about the text.

Connecting Ideas to Text: When a student makes a comment about a story, ask, "What words in the story made you think that?" Or, read a short excerpt and ask, "What do you think about when you hear these words?"

Post Reading Activities: Students talk and write about the story. This can include sequencing activities.

Sample Student Activities

Connecting Pictures to Text: Ask students to evaluate whether an illustration faithfully represents the associated text.

Sequencing Race: Give each student in a team a card relating to an event in a story. The winning team is the one which first has the students standing in a line with the events in the correct sequence.

Story Timelines: On a chart, create a line with the dates and times of key events in a story. Students are given cards that describe one event. They place the cards at the correct point of the timeline.

Adding Detail: Read a simple story that has a basic plot but lacks any descriptions of settings or characters. In groups, the students create their own descriptions using adjectives and adverbs.

Linkages

CS2 (L) Listen for information
 CS10 (S) Narrate real and fictional events
 CS13 (S) Perform drama
 CS23 (R) Display word power
 CS26 (R) Select appropriate reading material
 CS28 (R) Interpret stories
 CS29 (R) Relate personally to stories.
 CS34 (W) Write stories

CS28 Interpret Stories

General Comments

Interpretation involves explaining any meaning in a text that is not literally stated. This is often done by making connections between the story being read and:

- previous knowledge, experience and ideas
- what has been previously read.

Helping students make these connections requires much class time to be spent talking about stories that the students are reading and listening to. Usually a story should be read several times and be analyzed in several different ways. The same story should be used for a series of lessons, perhaps spanning a whole week.

Essentially, once students understand the literal meaning of the words in a text, the most important thing that teachers can help them do is connect what they are reading to their own knowledge and experiences.

To help students do this, they need to be taught some simple reading comprehension strategies, such as asking questions about the text and making predictions. They can begin to learn these strategies from the earliest stages of learning to read. Activities done before the story is read, either for the first time or on later occasions, are also crucial to the development of interpretative skills.

Stories can also be a good vehicle for tackling prejudice and intolerance, and for dealing with difficult topics, such as moving to a new school, bullying, or death.

When a unit theme has been identified, stories should relate to this theme. These stories should also be linked to non-fiction texts on the same topic. Stories can also relate to another subject area such as social studies or science.

Content Standard 28 Interpret Stories

Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.

Assessment

Traditional assessment tools, although they are useful for testing CS27, are usually inefficient at measuring interpretation.

Retelling: Refer to CS27. Additionally assess: (1) Use of vocabulary (uses the same words as the original or elaborates on them) (2) Accurate summarization of events; (3) Insertion of additional material that elaborates on or detracts from the original (etc)

See also following page.

Internet Resources

The use of reading comprehension schema is explained at:
http://www.cornerstoneliteracy.org/NEWSLETTER/volume_8_1/spotlight.html

Language Tree

Bk3 Unit 3 & 71

Standard Two

R

Sample Lesson Objective

28.11 After reading "Tiger was King of the Jungle" students will tell their partner which is their favourite character and explain why by referring to the text.

Learning Outcomes

Standard 2

- 28.9 Note similarities and differences between various parts of a story with a repetitive, predictable pattern.
- 28.10 State, with reasons, which are the most significant events in a story.
- 28.11 Express views about a story with clear reference to events and characters, and words, phrases in it.
- 28.12 Explain story predictions by giving examples from the text.



Sample Teaching Strategies

Teach students the following routine:

- Read the story again
- Pay close attention to the words
- Look closely at the pictures
- Take time
- Think really hard.

Predictions Chart: A prediction chart has three columns: (1) What is my prediction; (2) The thinking behind my prediction; (3) What actually happened.

Questions about Characters: Character development is not just the characters' physical features, but also their mental features and their personalities.

Ask:

- What does the character do?
- What does the character say?
- What does the character think and feel about the situation?

What does the character think and feel about other characters?

Students should be encouraged to use the words of the original story when answering these questions.

Linkages

- CS5 (L) Respond to spoken texts.
- CS6 (V) Comprehend and interpret visual images.
- CS9 (S) Express opinions and communicate ideas.
- CS10 (S) Narrate real and fictional events
- CS13 (S) Perform drama.
- CS23 (R) Display word power
- CS26 (R) Select appropriate reading material.
- CS27 (R) Find, sequence and re-tell story information.
- CS29 (R) Relate personally to stories.
- CS34 (W) Write stories

Sample Student Activities

Comparing Predictions: Each group completes the first two columns of the prediction chart (see above). The groups then share their predictions and discuss which one to adopt as the class prediction.

Cause and Effect: Making successful predictions often depends on understanding what causes events and what effects an action is likely to have. Students can choose between several possible effects of an action, explaining which they think is the most likely and why.

CS28 Interpret Stories

General Comments

Interpretation involves explaining any meaning in a text that is not literally stated. This is often done by making connections between the story being read and:

- previous knowledge, experience and ideas
- what has been previously read.

Helping students make these connections requires much class time to be spent talking about stories that the students are reading and listening to. Usually a story should be read several times and be analyzed in several different ways. The same story should be used for a series of lessons, perhaps spanning a whole week.

To help students begin to interpret texts, they need to be taught some simple reading comprehension strategies, such as asking questions about the text and making predictions. They can begin to learn these strategies from the earliest stages of learning to read. Activities done before the story is read, either for the first time or on later occasions, are also crucial to the development of interpretative skills.

Stories can also be a good vehicle for tackling prejudice and intolerance, and for dealing with difficult topics, such as moving to a new school, bullying, or death.

When a unit theme has been identified, stories should relate to this theme. These stories should also be linked to non-fiction texts on the same topic. Stories can also relate to another subject area such as social studies or science.

Assessment

Traditional assessment tools, although they are useful for testing CS27, are usually inefficient at measuring interpretation.

Retelling: Refer to CS27. Additionally assess: (1) Use of vocabulary (uses the same words as the original or elaborates on them) (2) Accurate summarization of events; (3) Insertion of additional material that elaborates on or detracts from the original (etc)

See also following page.

Content Standard 28 Interpret Stories

Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.

Internet Resources

A general discussion on reading aimed at teachers can be found at:

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

Language Tree

Bk4 p6, p11, 46, 56

Standard Three

Sample Lesson Objective

After reading the story "New Boy" students will discuss the relationship between the main characters.

(Language Tree Book 4 p.116)

Learning Outcomes

Standard 3

28.13 Discuss how the characters in a story might behave in a given situation.

28.14 Make predictions about what will happen next in a story based on inferences about a character's personality.

28.15 Discuss the relationships between characters in a story.

Sample Teaching Strategies

Some questions to ask about characters:

- What does the character look like?
- How old is the character?
- How does the character dress?
- What situation is the character in?
- Who are the character's friends? How does he/she treat those friends?
- Which of the character's family members are in the story? How does the character relate to them?
- What problems does the character face?
- What are the character's thoughts and feelings?
- How does the character speak?
- How does the character behave?
- What do we know about the character's past?
- Which of these words describes the character: hero, villain, brainy, athletic, tricky, lucky? (*Insert appropriate words.*)

Sample Student Activities

Character Identity Card: Students make an identity or social security card for a character.

Character Maps: Students draw web diagrams of a character. The diagrams can either be on a particular characteristic, e.g. appearance, or one type of characteristic can be used for each arm of the web. Maps can also show the relationship between the central character and other characters.

Character Map Folder: Students keep maps about characters from all the stories they read. They use these to compare characters from different stories.

Linkages

- CS5 (L) Respond to spoken texts.
- CS6 (V) Comprehend and interpret visual images.
- CS9 (S) Express opinions and communicate ideas.
- CS10 (S) Narrate real and fictional events
- CS23 (R) Display word power
- CS26 (R) Select appropriate reading material.
- CS27 (R) Find, sequence and re-tell story information.
- CS29 (R) Relate personally to stories.
- CS34 (W) Write stories

CS28 Interpret Stories

General Comments

Interpretation involves explaining any meaning in a text that is not literally stated. This is often done by making connections between the story being read and:

- previous knowledge, experience and ideas
- what has been previously read.

Helping students make these connections requires much class time to be spent talking about stories that the students are reading and listening to. Usually a story should be read several times and be analyzed in several different ways. The same story should be used for a series of lessons, perhaps spanning a whole week.

To help students begin to interpret texts, they need to be taught some simple reading comprehension strategies, such as asking questions about the text and making predictions. They can begin to learn these strategies from the earliest stages of learning to read. Activities done before the story is read, either for the first time or on later occasions, are also crucial to the development of interpretative skills.

Stories can also be a good vehicle for tackling prejudice and intolerance, and for dealing with difficult topics, such as moving to a new school, bullying, or death.

When a unit theme has been identified, stories should relate to this theme. These stories should also be linked to non-fiction texts on the same topic. Stories can also relate to another subject area such as social studies or science.

Assessment

Some powerful assessment tools are:

- oral and written predicting, retelling and rewriting;
- questionnaires including questions asking students to identify which interpretative statements they most agree with
- think alouds and interviews in which students are rated according to the nature of observations they make.

For details on retelling see previous page and box relating to CS27.

Content Standard 28 Interpret Stories

Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.

Internet Resources

For a useful handout:

http://www.readwritethink.org/lesson_images/lesson59/characterhandout.pdf

Bk5 Units 2, 4, 8, 15, 19

Standard Four

R

Learning Outcomes

Standard 4

- 28.16 Compare and contrast the main themes of different stories.
- 28.17 Discuss choices faced by characters in a story with an understanding that characters are not necessarily all good or all bad.
- 28.18 Recognize that different readers may interpret the same story in different ways.
- 28.19 Compare and contrast the events and characters of different stories of the same type.
- 28.20 Without prompting, independently use a range of comprehension strategies, including anticipation and prediction, and imagining events as they are described.

Sample Lesson Objective

28.17 After performing a role play of a story, students will make a chart outlining the positive and negative traits of each character.

Sample Teaching Strategies

Teachers can help students:

- activate relevant background knowledge before, during and after reading;
- create visual images as they read;
- ask questions as they read;
- consciously decide which are the important ideas and themes; and
- connect what they read to themselves, their situation and other texts.

Initially, students may need explicit instruction in the use of the above strategies. They may need to be guided to use them in structured reading situations. However, the goal should be for the students to use the strategies independently and automatically.

See also strategies for Standards Two and Three.

Sample Teaching Strategies

Text to self connections: Ask students to think of a connection they have with the text. Then, as a group activity, ask the students to decide which connections help them understand the story better.

TV News: Students role-play being a television reporter sent to cover an event in the story.

Imaginary Interview: Students write an imaginary newspaper or television interview with a character

5Ws Chart: Who, What, When, Where, Why

Decision Map: Describe the decision facing the character. Write three possible alternatives. List the advantages and disadvantages of each choice.

See Standard 3 boxes for teaching strategies and learning activities related to story characters.

Linkages

- CS5 (L) Respond to spoken texts.
- CS9 (S) Express opinions and communicate ideas.
- CS10 (S) Narrate real and fictional events
- CS26 (R) Select appropriate reading material.
- CS27 (R) Find, sequence and re-tell story information.
- CS29 (R) Relate personally to stories.
- CS34 (W) Write stories

CS29 Relate Personally to Stories

General Comments

This content standard, like the ones that precede it, relates to reading comprehension. The strategies used for CS28 can also be used for CS29.

Creating an environment that allows students to share their feelings depends on the establishment of trust between the teacher and the students and among the students themselves. Students ideas and opinions need to be carefully considered and discussed. This does not mean that every idea must be accepted as equally valid, but it does mean that every idea should be listened to respectfully.

Creating a trusting environment also means training the students to listen to each other patiently and without interrupting.

Note: Empathy (CS29.4) is the ability to understand someone else's state of mind, especially when they face choices or unfavourable situations. It requires combining imagination, information about the character contained in the story and previous personal experience. As students develop they should increasingly demonstrate awareness that different people think, feel and act in different ways, and that one person's desires and choices might conflict with those of another without this being necessarily wrong.

Content Standard 29 Relate Personally to Stories

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

Assessment

This content standard cannot effectively be assessed using recall-type questions. Instead, students should be asked to respond to the story at some length, either orally or in writing, using their own words,

Language Tree

Bk3 p21, 61
Bk4 p11, 16, 76
Bk5 Units 2, 4, 8, 15, 19

Sample Lesson Objective

29.7 In groups, students will write and perform an alternative possible ending for the story "New Boy".
(Language Tree Book 4, p116.)

Learning Outcomes**Standard 2**

- 29.4 Identify themselves and empathize with story characters.
- 29.5 Discuss the relevance of the morals of simple stories to their own lives.

Standard 3

- 29.6 Develop a sense of what pleases them, aesthetically, in literature
- 29.7 Discuss whether they like or dislike the ending of stories and explore alternative possible endings that they find more satisfactory.
- 29.8 Express, with reasons, whether they agree with the actions and views of characters in stories.

Standard 4

- 29.9 Connect stories to life choices and moral decisions.

Sample Teaching Strategies

Multiple Readings: Deeper level comprehension of a story usually requires it to be listened to or read several times. During the first reading the focus can be on literal comprehension. However, after the basic plot has been understood, the teacher can guide the students into a more wide ranging discussion through the use of carefully targeted questions (see boxes for CS28).

Text to self connections: Ask students to think of a connection they have with the text. Then, as a group activity, ask the students to decide which connections help them to understand the story better.

Text to world connections

Stories can be used to help middle division students understand complex moral and social issues. Before a story is read, the teacher can ask "what do you know about this issue?"

Sample Student Activities

Role-play, which is natural activity for primary aged children, allows students to express their own feelings and emotions and to explore the feelings and emotions of others. Students can adopt specific roles, such as those of characters in a story, dress like them, use objects familiar to them and do the things they do or are likely to do.

Role-play is most effective when it is carefully planned and not just improvised. Students should have already studied the characters (see CS28) and there should be preparation time before they perform.

Linkages

- CS5 (L) Respond to spoken texts.
- CS9 (S) Express opinions and communicate ideas.
- CS10 (S) Narrate real and fictional events
- CS13 (S) Perform drama.
- CS26 (R) Select appropriate reading material.
- CS27 (R) Find, sequence and re-tell story information.
- CS29 (R) Relate personally to stories.
- CS34 (W) Write stories

CS30 Read and Relate to Poetry

General Comments

The regular reading and reciting of poetry is an important part of students' oral language development, including the phonological awareness skills that are vital for the learning of phonics.

Most students enter school with some knowledge of poetry gained from saying rhymes and singling songs at home. Teachers should encourage students to share this knowledge and then build on it by introducing students to a wider range of poems.

Poems used in middle division should be fun and easy to learn and recite. Students like to read and recite familiar poems and rhymes frequently. These repeated recitations help with their understanding of the nature and structure of language. Teachers can read aloud poems that the students would be unable to read for themselves.

Students should also have occasional opportunities to prepare poetry for a public recital, for example to a school assembly or a group of parents.

Although the learning outcomes listed focus on analyzing poetry, this should be secondary to encouraging students to enjoy poetry. Thus, before analyzing poetic form, students should discuss the feelings and associations that a poem invokes. Furthermore, analysis of poetic form is best done on short poems that are easily understood by the students.

Students should not be asked to read poems that they are not familiar with in front of their peers or another audience. *See CS25 for more details.*

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

Content Standard 30 Read and Relate to Poetry

Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

Assessment

Students can analyse, discuss and write about poetry at the same levels as stories that is literal (CS27), inferential (CS28) and personal (CS29).

Internet Resources

The poems of Ogden Nash, which many children enjoy, are available online at:
<http://www.westegg.com/nash>

Language Tree

Bk3 Units 5 & 14
Bk4 Units 6 & 11
Bk5 Units 7, 13, 21

Sample Lesson Objective

30.4 After a whole class discussion of "Steel Band Jumps Up" each student will state what they like about the poem to the other members of a small group.

Language Tree Bk 3 p.76

Learning Outcomes**Standard 2**

30.4 Develop an appreciation for the beauty of poetry.

30.5 Clap out the rhythm of lines of regular poetry.

Standard 3

There are no Standard 3 learning outcomes for this Content Standard. Teachers wishing to use poetry can refer to learning outcomes for Standards 2 and 4.

Standard 4

30.6 Note that some poems have alliteration that occurs within lines and across several lines.

30.7 Discuss the impact of the lay-out of a poem.

30.8 Discuss the difference between rhyming and non-rhyming poetry, and the difference between poetry and prose.

30.9 Discuss poetry using appropriate terms, including rhyme, verse, poet, and poem.

Sample Teaching Strategies

To help students understand a poem, follow this procedure:

(1) Read the poem to the class.

(2) Ask students for their first ideas about it.

(3) Read it again. Ask the students to read it to themselves and then ask some students to read it aloud.

(4) Ask questions and use analogies to help students understand vocabulary items.

(5) Ask questions to help students notice rhyming and/or lay-out patterns.

(6) Ask student to work in groups to decide what the poem means.

Mental Imagery: As a poem is being read aloud, students are asked to create mental images. After the reading (or several readings) these are shared and discussed.

Exploring Meaning: Often poems can be interpreted in different ways. Teachers should avoid telling students what a poem means. Instead students should be encouraged to share their own ideas.

Sample Student Activities

Rhyming Games: A student begins by saying a word. His or her partner has to say a word that rhymes with it. The first student has to supply another word (e.g. cold, bold, sold). The last student to supply a correct word wins the game. This can also be done by a chain of students.

Dramatic Interpretation: Students are given a poem they are already familiar with. In groups they decide how to represent it dramatically. Different groups can be given different poems.

Anthologies: Students can collect poems in individual or class anthologies. When a new poem is being studied it can be compared to poems already in the anthology.

Recording: Students can record themselves reciting a poem on tape.

Linkages

CS1 (L) Identify and distinguish between sounds.

CS5 (L) Respond to spoken texts

CS14 (S) Recite poetry

CS25 (R) Read aloud

CS35 (W) Write poetry

CS31 Comprehend Non-Fiction Texts

General Comments

Providing reading material on non-fiction topics of interest can motivate students to read. Middle division students are fascinated by the real world and they should be encouraged to look in books for the answers to the questions they have about it. Furthermore, non-fiction texts can be used to teach a wide range of language arts skills including oral language skills, vocabulary, phonics, sight word reading, comprehension strategies and writing skills.

Students should be introduced to *content area readers* and *textbooks*, that is, books that present factual information in such subject areas as science, social studies, health, and math. They should understand that non-fiction texts are written and structured differently than stories.

Comprehension is likely to be greater if the students' background knowledge of the topic is activated. One way of achieving this is to use a thematic approach so that the students study several texts on the same topic. These texts can also be related to the theme of lessons in another subject area such as social studies or science.

There are strong links between CS31 and CS32

Content Standard 31 Comprehend Non-Fiction Texts

Extract, sequence, synthesise and use information contained in non-fiction texts.

Assessment

Different techniques should be used to evaluate different aspects of non-fiction comprehension.

- Traditional questions can be used to evaluate students' comprehension of the information contained in a text.
- Paragraph and multi-paragraph length written responses can be used to evaluate students' ability to infer and analyse information.
- Observation and interviews can be used to evaluate students' ability to use comprehension strategies, both with teacher-support and independently.

Internet Resources

For a case study on teaching non-fiction texts to lower ability students:
<http://www.standards.dfes.gov.uk/primary/casestudies/inclusion/sen/702003/>

Language Tree

Bk 3 Units 2, 8, 9, 16, 19, 20
 Bk4 Units 4, 7, 8, 15, 20
 Bk5 Unites 1, 3, 6, 9, 11, 12, 16, 18

Sample Lesson Objective

31.10 Working in groups, students will discuss three short texts on fruits in order to select the most important information and present it to the class.

Learning Outcomes**Standard 2**

- 31.4 Read and follow a simple recipe or plan for constructing something.
- 31.5 List information from a non-fiction text.

Standard 3

- 31.6 Determine the most important ideas or themes in a non-fiction text.
- 31.7 Use a variety of instructional non-fiction texts including the telephone directory, recipes, route maps, timetables and rules for games.
- 31.8 Sequence events from a chronological historical or other non-fiction narrative.

Standard 4

- 31.9 Find and present information from more than one non-fiction text on the same theme.
- 31.10 Summarize information from a non-fiction text.

Sample Teaching Strategies

Reading Strategies: As with non-fiction, there should be pre-reading, during reading and post-reading strategies. Refer to CS27 and CS28.

Guided Practice: This involves setting a task, usually in groups, that requires students to explicitly use one of the strategies listed below, in class time, with the help of the teacher. Guided practice should occur only after the teacher has modeled the use of the strategy.

Specific non-fiction strategies that teachers should help students use include: activating relevant previous knowledge; linking new information to previous knowledge; using new information to revise or confirm previous knowledge; actively creating visual and other mental images; determining the most important ideas in the text; and looking at the table of contents and at the diagrams.

Compare and Contrast: Students should read fiction and non-fiction texts on the same theme. They need to understand that fiction and non-fiction texts are similar but different. Fiction has characters, a setting, problems (conflicts), events and resolutions. Non-fiction contains information and has features like a table of contents, diagrams, photographs, captions and headings, and so on. Both fiction and non-fiction can be entertaining. Fiction is usually read from the beginning to the end. The sections of a non-fiction book do not have to be read in order.

Sample Student Activities

Prediction: Students should routinely predict what a non-fiction book is about from its cover, title, pictures and other features.

Drawing: Students draw a diagram or picture to illustrate a section of non-fiction text.

Writing: Writing non-fiction is an important aspect of Middle Division Language Arts. Refer to CS37.

K-W L: K-W-L charts should be routinely used with non-fiction texts.

Time-Lines: Students can draw time-lines of historical and other events described. This activity is likely to need careful structuring by the teacher.

Group Presentation: Students work together to determine what the most important ideas in a text are and then present them to the rest of the class.

Linkages

- CS2 (L) Listen for information
- CS10 (S) Narrate real and fictional events
- CS23 (R) Display word power
- CS27 (R) Comprehend fiction texts
- CS32 (R) Research from non-fiction texts.
- CS33 (R) Analyze the nature and structure of texts
- CS37 (W) Write non-fiction

CS32 Research from Non-Fiction Texts

General Comments

Middle division students should become increasingly skilled at locating information within non-fiction, particularly reference texts. It is likely that students will need considerable support as they learn to use reference texts. Teachers should, therefore, provide both spoken and written instructions.

The selection of appropriate materials is crucial in developing the students' abilities to work with non-fiction texts. If students feel threatened by the complexity of a text or by a lack of familiarity with the text's topic or structure, then they are unlikely to feel motivated to read.

On the other hand, students are likely to be motivated to read if they are interested in the topic and if they can read accurately at least 90% of the words of any text that they are required to extract information from.

The teaching of this content standard can be effectively achieved by linking the texts being studied to a theme.

Note: The internet is a useful research tool that primary school students can usefully learn to exploit. However, teachers should avoid setting tasks that unfairly discriminate against students who do not have access to the internet at home. Furthermore, the internet does not replace books: it is an additional tool.

Content Standard 32 Research from Non-Fiction Texts

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

Assessment

- Ask students to explain the difference between fiction and non-fiction and between general non-fiction texts and reference texts.
- Set questions that require students to locate specific pieces of information in a text. Ask students to explain how they found the information.

Resources

www.icteachers.co.uk/resources/literacy/library_skills.rtf lists referencing tasks for primary age children.

Language Tree Bk4 p12

Sample Lesson Objective

32.3 Given a list of steps to follow, students will be able to locate a specific entry in a children's encyclopaedia.

Learning Outcomes**Standard 2**

32.3 Use reference books that present information in alphabetical order, for example a Children's Encyclopaedia.

Standard 3

32.4 Find the appropriate part of a book using a contents page.

Standard 4

32.5 Summarize a paragraph using original words

32.6 Use an index with alphabetized entries to locate information in a book

32.7 Scan a text for headings and sub-headings to find specific information.

32.8 Plan for research by assessing what is known, what information is needed and what sources of information are available.

Linkages

CS2 (L) Listen for Information

CS31 (R) Comprehend non-fiction texts

CS37 (W) Write non-fiction

Sample Teaching Strategies

Explicit teaching on the following can help students understand non-fiction texts: cause and effect; comparing and contrasting; chronological sequencing; and the functions and grammatical forms of lists.

Explicit Strategy Instruction: Teach students to ask the following questions: (1) What do I already know about this topic? (2) What questions do I have? (3) What type of book or other source will help me best? (4) Where will I find the information?

K-W-L Charts: A KWL chart has three columns. (1) What I know (2) What I want to know (3) What I have learnt. The third column is filled in after the text has been read.

Modeling: Teachers should model the use of contents, headings, diagrams and other textual features.

Questioning Technique: Questions on non-fiction text should be open-ended. Questions that prompt students to discover something of interest in the text are more likely to engage the reader than questions that require students to find a specific piece of information.

Cross-Curricular Activities: Relevant expressive arts, social studies and science activities can accompany the study of a non-fiction text.

Sample Student Activities

Making Reference Books: Students make a class telephone directory, class dictionary or class encyclopaedia.

Alphabetical Order Games: (1) Students get into a line in alphabetical order depending on their names, an object or picture they are holding or another criterion. (2) Each student has to say a sentence, the last word of which must begin with the first (then second, third, fourth etc) letter of the alphabet.

Reference Cards: Students write information that is new to them on a reference card. They then get into groups to share these cards and write a paragraph on "what we learnt".

Table of Contents Race: The teacher states a topic. The first group to find the relevant page in the book wins a point. Alternatively, students race to find a word in a dictionary.

Book Review: Students fill in book review templates containing approximately 10 questions. These can include (1) "Does it have a contents page?" (2) "Does it have an index?" (3) (If appropriate) "What are some of the headings?" (4) "Which of the pictures and diagrams are most useful?" The other questions should relate to the content. For example, (5) "What does this book tell me about fish?" Finally, (10) "How useful is this book for someone wanting to learn about fish?"

CS33 Analyse the Language, Nature and Structure of Texts

General Comments

Many students, especially ones who read stories or who have them read to them on a regular basis will develop a sense of text structure on their own. These students will expect stories to follow a certain pattern and are likely to comment when they do not. However, the comprehension skills of all students, especially those who have not independently developed an understanding of text structure, are likely to be enhanced by explicit instruction in this area.

"*Text structure* refers to the way a text is organized to guide readers in identifying key information. Texts are organized in different ways. Narrative text typically follows a single, general structural pattern [that] includes characters, settings, problems (conflicts) and solutions to the problems . . . When students are familiar with the way a text is structured, this knowledge can help them form expectations about what they will read, organize incoming information, judge the relative importance of what they read, improve comprehension and enhance recall." (Klinger, Vaughn and Boardman, p.77).

A note on cultural variation: Narrative structures vary across cultural groups. For example, in some cultures, stories tend to have a strictly logical sequence of events whereas in other cultures repetition is a key feature. Teachers should therefore strive to include stories that reflect the culture of their students.

Standard 4 students should begin to think about and discuss how writers use language to achieve their purpose. An awareness of media techniques should also

Assessment

Retelling: As students retell the story, ask them to identify which is the beginning, middle and ending. Ask them which words describe the problem and resolution.
Observation: Monitor whether students use appropriate technical vocabulary when discussing stories. Also, use technical vocabulary in questions, for example, "What is the problem?" "What is the resolution?"

Content Standard 32 Analyse the Language, Nature and Structure of Texts

Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

Resources

http://www.readwritethink.org/lessons/lesson_view.asp?id=874

<http://www.ksde.org/Default.aspx?tabid=160> contains a word document outlining various text structures.

Language Tree Bk 4 pages 6-8

Sample Lesson Objective

33.6 After reading "Rushing River" students will complete a beginning middle and ending chart in groups.

Learning Outcomes**Standard 2**

33.3 Distinguish between accounts written in the present, past and future.

33.4 Use the terms fact, fiction, and non-fiction appropriately when talking about texts.

Standard 3

33.5 Identify the main features of a newspaper, e.g. headlines, layout, range of information, different types of articles, different sections (news, sports, comment, letters, etc).

33.6 Recognize that story plots often portray the resolution of problems and/or conflicts.

Standard 4

33.7 Discuss the use of Kriol in radio, television and print advertisements and in newspaper articles.

33.8 Evaluate the claims made in advertisements and discuss their use of language.

Sample Teaching Strategies

Story Maps etc.: Using a story that is well known to the students, model how it can be described graphically using story boards, maps, web diagrams and similar devices.

Compare-Contrast: Students compare the structure and language of different types of text.

Retelling: Demonstrate how oral and written retelling of stories should reflect the structure of the original text.

Sample Student Activities

Beginning, Middle and Ending Chart: In groups, students add details about a story on a chart divided into three columns headed beginning, middle and ending. The middle chart will usually include a sequence of events.

C-SPACE: Students complete a web showing **C**haracters, **S**etting, **P**roblem (Conflict), **A**ction, **C**onclusion and **E**motions.

Group Tasks (1): Compose two advertisements for the same product, one that uses Kriol and one that does not. Discuss the language choices made.

Group Tasks (2): Produce a newspaper or role-play a television/radio news report. One member of the group should be responsible for one section, e.g. news, commentary, weather, sports, culture.

Clue Words: Students look for clues, for example in the use of certain words or phrases, that help them identify whether a text is factual or fictional.

Linkages

CS2 (L) Listen for information
 CS10 (S) Narrate real and fictional events
 CS31 (R) Comprehend Non-Fiction texts
 CS32 (R) Research from non-fiction texts
 CS37 (W) Write non-fiction

Writing

- CS34 Write Stories**
- CS35 Write Poetry**
- CS36 Write Letters**
- CS37 Write Non-Fiction**
- CS38 Plan and Edit Writing**
- CS39 Present Written Work Appropriately**
- CS40 Write Clearly and Legibly**
- CS41 Spell Words Appropriately**
- CS42 Use Capital Letters Appropriately**
- CS43 Use Punctuation Appropriately**
- CS44 Apply Correct Grammatical Forms in Writing**
- CS45 Incorporate Stylistic Devices in Original Writing**

34 Write Stories

General Comments

Story writing is a central aspect of language arts because it strongly links reading, discussing, telling, listening and writing. Story writing enhances students' imagination and creativity. Thus, because story writing helps develop a wide variety of literacy and thinking skills, students should frequently compose stories and put elements of them in writing. This process also involves students in making lots of decisions: about stories and characters, spelling, grammar, vocabulary and the logical sequencing of ideas.

Reading stories, talking about stories, and orally composing stories are closely linked to learning to write them. As students read, enjoy and interpret narrative texts they can also be learning to write stories for themselves.

Even before students can write words, they can express story ideas through scribbles and drawings. As they progress through lower division, many students will use invented spelling. Teachers should encourage creativity at this stage, and not be overly fussy about correct spelling, punctuation, grammar and handwriting. (See CS41). By the time students reach Standard 1 they should spell most words conventionally.

Students will benefit from high levels of teacher support and the careful structuring of writing activities. There is, therefore, a very strong link between CS34 and CS38 (Plan and Edit Writing).

Content Standard 34 Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

Assessment

See also next section

It is important to balance assessment of originality and creativity with assessment of writing mechanics. Comments and corrections made on written work should help students understand, not demotivate them.

Internet Resources

Various excellent booklets on writing narratives and on writing poetry can be downloaded from:

<http://www.standards.dfes.gov.uk/primary/publications/literacy/63353/>

Language Tree:

Bk 3 Units 3, 4, 10, 18, 21

Bk 4 Units 1, 10, 12, 21

Standards Two and Three

W

Learning Outcomes

Standard 2

- 34.6 Compose a short story based on a picture sequence.
- 34.7 Rewrite a familiar story by changing the ending.
- 34.8 Compose a story based on story starters or ending phrases.

Standard 3

- 34.9 Compose a short story based on the experiences of another person.
- 34.10 Create a multi-paragraph story with a simple setting, simple plot and a small number of characters
- 34.11 Include short items of dialogue in story-writing.
- 34.12 Create a story in comic form.

Standard 4

See next section

Sample Lesson Objective

34.9 After completing a story table*, students will write a three paragraph story about another person.

* There is a sample story table in Language Tree, Bk3 p.60

Sample Teaching Strategies

See also next section

Writing about Texts and Pictures: Integrate writing into a series of activities based on a text used throughout the week. If writing is based on a picture, discuss it before the students write. Encourage students to invent things about the people and objects in the texts and pictures.

Oral Story Composition: Students tell and re-tell their stories orally before they write. They can also dramatize and role-play them.

Celebrating Writing: Provide an audience for the students' stories by display and celebrate completed stories the students have written and creating an opportunity for them to be told to other students and to parents.

Teaching about Story Structure: Discuss the nature of plots and other features, such as setting, character and the use of language typically found in stories.

Sample Student Activities

Retelling: Narrative techniques can be developed by students as they retell stories, change the endings of known stories, mix ingredients from one of more stories to make a new one, and so on.

Sharing Events: Narrating events and telling anecdotes and jokes are also part of the story writing process.

Shared Writing: Students can compose their stories working alongside an adult or another student. The teacher does not just act as a scribe, instead, he/she helps the student explore ideas and decide what to write next.

Whole Class Writing: Using shop paper, the teacher acts as a scribe and as a guide as the students jointly discuss and create a story.

Puppets and Toys: Students tell a story using puppets and toys orally, before writing/drawing about it.

Story Circle: Start a story with an interesting sentence. Ask each student in turn to contribute the next sentence.

Linkages

- CS10 (S) Narrate real and fictional events
- CS23 (R) Display word power
- CS28 (R) Interpret stories
- CS29 (R) Relate personally to stories
- CS38 (W) Plan and edit writing
- CS45 (W) Incorporate stylistic devices in original writing

34 Write Stories

General Comments

Students should frequently compose stories and put them in writing. Story writing helps develop a wide variety of literacy and thinking skills because it involves students in making lots of decisions about stories and characters, spelling, grammar, vocabulary and the logical sequencing of ideas.

Reading stories is closely linked to learning to write them. Students can use stories they have read to stimulate their own ideas. Teachers should encourage creativity at this stage, and should not stifle this by placing too great an emphasis on correct spelling, punctuation, grammar and handwriting.

The teacher's input is often crucial to the story writing process. Composition should be done in class and the teacher should constantly work with the students to help them improve their work. *This implies that a significant amount of instructional time needs to be devoted to story writing activities.*

Content Standard 34 Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

Assessment

Use a rubric to evaluate stories that emphasizes story telling technique rather than mechanics. For example, points could be awarded for:

- plot
- characterization
- setting
- sequencing of ideas
- spelling, punctuation, grammar

Resources

A good, short article on interactive writing is:
<http://www.stanswartz.com/IAW%20excerpt.pdf>

Book 5 Units 2, 8, 15, 19, +page 149

Standard Four

W

Learning Outcomes

Standard 2 & Standard 3

See previous section

Standard 4

- 34.13 Appropriately choose the first or third person when writing stories.
- 34.14 Compose a short story based on a given title
- 34.15 Use time order words, transitional words and phrases in original stories
- 34.16 Rewrite known stories by changing the characters or setting but retaining the original main idea.
- 34.17 When writing stories, include short descriptions of settings and characters

Sample Lesson Objective

34.17 After working with a partner to write notes about a character, students will work independently to write a two paragraph character description.

(See Language Tree p.128 & 131)

Sample Teaching Strategies

See also previous section

Creating a "Writing Climate"

It is important to establish a positive climate for story writing. This might feature:

- lots of opportunities to read a wide range of good stories;
- attractive displays that focus the students' interest;
- sharing stories with each other;
- sharing stories with parents or other classes;
- topic or theme of the month;
- a "Writers' Corner" with reading books, dictionaries and other materials.

Interactive Writing: During an interactive writing session, students work in groups to discuss what they are going to write. The teacher should also contribute ideas and suggestions.

Story writing should often be done as an in-class activity. It may take several lessons, although these do not have to be consecutive.

Linkages CS10 (S) Narrate real and fictional events

- CS23 (R) Display word power
- CS28 (R) Interpret stories
- CS29 (R) Relate personally to stories
- CS38 (W) Plan and edit writing
- CS45 (W) Incorporate stylistic devices in original writing

Sample Student Activities

Character Map: A character map can be a web with different sections, for example: general appearance, clothes, likes and dislikes, problems, events that happen, past history, and so on.

Checklist: Students use a checklist to edit their own or another student's work.

Role-Play: Dramatizing events before writing can stimulate creative ideas.

Story Chain: One student starts a story; each following student adds a sentence.

35 Write Poetry

General Comments

Learning outcomes for this content standard, CS1 Identify and Distinguish between Sounds, CS14 Recite Poetry and CS30 Read and Relate to Poetry, should be taught at the same time.

Since young students frequently encounter poetry, in the form of rhymes, raps and songs, they are likely to be interested in trying to create their own poems.

If middle division students are to write poetry, they must have models to work from. Thus, before asking students to write poetry, expose them to rhymes similar to the ones you wish them to create. It is also recommended that teachers try to write poems themselves, using the same format that will feature in the lessons. This will give them a greater appreciation of the techniques involved. Once they feel sufficiently confident, they can model the writing process for the students.

Poetry writing skills are unlikely to develop unless writing poetry is a frequent activity. "Doing poetry" once every term or once every year is unlikely to benefit students. It is for this reason that there is an emphasis on poetry in Standard 4 – although teachers of other grades should still engage in some poetry writing activities as part of the students overall language arts education.

Assessment

The following ideas for assessing poetry is adapted from <http://www.poetryclass.net/assess.htm>

Evaluate

- the development of a greater use of structures and techniques, including an awareness of metre;
- the process of crafting a poem through planning, drafting and editing, looking critically at their own work, searching for words, making choices and accepting constructive criticism from others;
- the development of the use of figurative writing and the imaginative use of vocabulary;
- the development of an appreciation for when to use rhyme – and when not to use it;
- the choice of resource material and subject matter for poetry.

In other words, assessment focuses on the process of writing poetry more than on the final product.

Content Standard 35 Write Poetry

Compose poetry,
demonstrating an
understanding of rhyme,
metre, alliteration, and
other devices.

Internet Resources

<http://www.poetryclass.net>

A very clear resource on haiku that includes printable worksheets is:

<http://www.kidzone.ws/poetry/haiku.htm>

Language Tree

Bk3 Units 5 & 14

Bk4 Units 6 & 11

Bk5 Units 7, 13, 21

W

Sample Lesson Objective

35.4 After brainstorming the theme, "Animals" in a small group, students will, individually, produce the first draft of a five line rhyming poem.

Learning Outcomes

Standard 2 and 3

There are no learning outcomes for Standards 2 and 3 for this content standard. However, teachers who wish to incorporate writing poetry into their instruction can refer to 35.4 and 35.5. See also the Lower Division Curriculum Guide.

Standard 4

35.4 Write short poems with a clear, regular, metre.

35.5 Write poems with a specific form, for example shape poems, limericks or haiku.

Sample Teaching Strategies

It is important to establish a positive climate for poetry.

This might feature:

- including collections of poetry in the classroom and school library so that there is enough for browsing, taking home to read and reading in class
- attractive displays that focus children's interest, e.g. poetry posters (including children's own poems) on display
- display of a "poem of month"
- relating poems to other curriculum areas
- selecting poems to perform for other classes
- creating 'poet trees' with branches for different types of poem plus leaves with extracts
- reading poems recommended by students
- inviting local poets to speak to the class
- Provide sample poems with the structure being studied
- Model brainstorming and other techniques
- Provide interesting subjects for the students to write about, including pictures, events, people and objects
- Encourage word searching, for example, looking for words with similar and opposite meanings, words that begin with the same letter, have the same rhyme or have the same number of syllables.
- Study the lyrics and structure of the students' favourite raps and other songs (Other Strategies)

Linkages

- | | |
|----------|---|
| CS1 (L) | Identify and distinguish between sounds |
| CS5 (L) | Respond to spoken texts |
| CS14 (S) | Recite poetry |
| CS25 (R) | Read aloud |
| CS30 (R) | Read and relate to poetry |

Sample Student Activities

Word Games: including rhyming games and alliteration games.

Thoughts Journal: Students keep a journal of their thoughts and feelings as they prepare to write a poem.

Brainstorming: Suggest, discuss and organize ideas individually, in pairs, in small groups and as part of a whole class discussion.

36 Write Letters

General Comments

As with the other content standards related to writing, invented spelling should be accepted and encouraged as part of the students' literacy development.

The content of letters is more important than the structure. It is a mistake to think that teaching letter writing involves little more than teaching students to name and correctly place the parts of a letter. Although, students should learn the correct form, for example starting a letter with a greeting and ending it with their own name, the concentration should be on how to communicate a message effectively and stylishly.

Learning to write letters is part of students' general citizenship education. It also has strong links with social studies.

Although it is not specifically mentioned on the curriculum, teachers can consider teaching students the difference between letters and emails. Both are important in the modern world, but they have different conventions regarding form and they often have different functions.

Assessment

Devise a letter writing rubric. For example:

Format and layout	5 points
Opening Paragraph	5 points
Main Body	10 points
Concluding paragraph	5 points
Spelling, punctuation, grammar	5 points
Total	30 points

The points for the different paragraph should be awarded for the quality of the content (effectiveness of the message, use of vocabulary, style, etc) and not for the mechanics of writing.

Content Standard 36 Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

Resources

Language Tree Bk 3 page 36, Unit 17
Language Tree Bk 4, Unit 13, page 81

W

Learning Outcomes

Standard 2

- 36.4 Differentiate letter writing from other forms of writing.
- 36.5 Include the return address, salutation, close, and signature in a letter to a friend.
- 36.6 Write a brief letter to communicate personal news to a friend.

Standard 3

- 36.7 Write a multi-paragraph letter to communicate personal news to a friend.

Standard 4

- 36.8 Write a letter to make a simple request to a business.
- 36.9 Write a business letter in full block form and include the return address, inside address, salutation, close and signature and use block paragraphs for the body.

Sample Lesson Objective

36.7 After studying "Dear Aunt Julie" students will write a three paragraph letter to a friend.

* Language Tree Book 4 page 81

Sample Teaching Strategies

Teachers should create opportunities for students to send real letters, that is ones that are actually sent to a recipient. This can be within the class, for example, students can send each other Christmas greetings or write thank you notes; however, letters can also be sent further beyond the school. Teachers should consider linking their class with that of another school for the purpose of exchanging friendly letters.

Model Letter Writing: As a whole class activity, using shop paper, model how to write a letter.

Letter to the Class: Write a letter to the class, for example about a trip, read it to them, and display it on the notice board.

Memos: Ask students to carry short notes and memos to teachers in other classrooms.

Sample Student Activities

Business Role Play: Integrate pretending to write letters into role plays and literacy centres to help students understand their purpose. For example, if the literacy centre is a shop, students can write letters of complaint.

Post Cards: Students can pretend to visit another part of the country or the world. They can create a picture postcard of the place and send a brief message about their trip to a friend "back home".

Mail Box: Before Christmas, set up a class mailbox so students can post cards to their friends.

Linkages

- CS38 (W) Plan and edit written work
- CS39 (W) Present written work appropriately
- CS40 (W) Write clearly and legibly
- CS41 (W) Spell words appropriately

37 Write Non-Fiction

General Comments

Traditionally, Language Arts at the lower division has focused on reading and writing fictional narratives. However, in the other subjects, students need to read and write non-fiction. Non-fiction texts are different from narratives in structure, word choice, lay-out, purpose and style. For this reason, the early introduction of students to the reading and writing of non-fiction is crucial if they are to succeed in all their subjects in the higher grades.

Middle Division students should be given the opportunity to create a variety of non-fiction texts including lists, descriptions, brochures, news articles, menus, fliers, "web pages" and so on.

Asking students to write a journal entry at the same time every day promotes non-fiction writing.

Content Standard 37 Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

Assessment

The focus of evaluation of non-fiction writing should be content, originality and structure, rather than copying, penmanship, spelling, punctuation and grammar.

Resources

Language Tree:

Bk 3 p.15, 45, 115

Bk4 p. 24-5, 50, 90, 115

Standards Two and Three

W

Learning Outcomes

Standard 2

- 37.11 Log a series of events or features on a chart, for example a weather chart, as a result of scientific observation.
- 37.12 Write a paragraph that describes a place, person, object or event.
- 37.13 Write a non-fiction paragraph with one main idea.
- 37.14 Create a simple, chronological report of an event.
- 37.15 Write simple informative texts such as menus and instructions.

Standard 3

- 37.16 Keep a daily record (journal) of opinions and feelings
- 37.17 Write a text containing at least two informative paragraphs.
- 37.18 Write for a variety of purposes, for example, to send messages, to inform and to entertain.
- 37.19 Compose simple directions on how to perform a task.
- 37.20 Write a short non-fiction essay that is logically divided into paragraphs.
- 37.21 Write a brief book report outlining main characters and events and giving a simple evaluation.

Standard 4

See next section.

Sample Lesson Objective

37.14 After listening to a news report, a weather report and a scientific report, students will discuss the different ways reports are used.

Sample Teaching Strategies

A sequence for teaching writing:

- Establish clear aims; what is the purpose of the writing.
- Provide example(s) of writing in the desired style and explain features of the text.
- Model writing in the desired style.
- Compose a sample of writing as a whole class activity.
- Work alongside students as they write their first draft, offering ideas and pointing out errors.
- Ask the students to write their final draft.

Note that a piece of writing may often take several lessons to complete.

Genre: Middle division students should become increasingly aware that different types of non-fiction texts have different audiences, purposes, style and structure.

Teacher as Scribe: The teacher can act as the scribe for an individual, group or class writing activity. This allows the students to concentrate more on content and vocabulary.

Sample Student Activities

Weather Monitor: A different student each day can be the weather monitor. They can write a brief paragraph describing the weather and deliver it to the class.

Shared Writing: Students compose a text in a group. It is important that they can all see what is being written and that they can all contribute ideas.

Writing Conference: During the composition process, students discuss their writing with the teacher.

Role-Play: Students can role play "restaurants" in groups. They can prepare the menu and take orders.

Linkages

- CS9 (S) Express opinions and communicate ideas
- CS10 (S) Narrate real and fictional events
- CS31 (R) Comprehend non-fiction texts
- CS32 (R) Research from non-fiction texts
- CS38 (W) Plan and edit written work
- CS39 (W) Present written work appropriately
- CS41 (W) Spell words appropriately

37 Write Non-Fiction

General Comments

Traditionally, Language Arts at the lower division has focused on reading and writing fictional narratives. However, in the other subjects, students need to read and write non-fiction. Non-fiction texts are different from narratives in structure, word choice, lay-out, purpose and style. For this reason, the early introduction of students to the reading and writing of non-fiction is crucial if they are to succeed in all their subjects in the higher grades.

The focus of non-fiction writing should be on originality, rather than copying and penmanship.

Reports: Standard 4 students should be able to write reports that are not necessarily chronological and that have an opening paragraph, a main body and a concluding paragraph. They should be able to report on general themes, for example "animals" instead of "my dog".

Genre: Middle division students should become increasingly aware that different types of non-fiction texts have different audiences, purposes, style and structure.

Paying Attention to Tenses: Students should be able to choose the appropriate tense for a piece of non-fiction text and use it consistently. Texts describing events are usually written using past tenses. Most reports use the present continuous.

Note: Asking students to write a journal entry at the same time every day promotes non-fiction writing.

Content Standard 37 Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

Assessment

The focus of evaluation of non-fiction writing should be content, originality and structure, rather than copying, penmanship, spelling, punctuation and grammar.

Resources

Language Tree

Bk5 p.29, 41,65, 101,119

Standard Four

Sample Lesson Objective

37.24 Students will work in pairs and use a checklist to discuss and edit each others report on the field trip.

Learning Outcomes

Standards 2 and 3

See previous section.

Standard 4

- 37.22 Compose a report based on scientific observation.
- 37.23 Compose two or three paragraphs that present and argue a specified point of view.
- 37.24 Write a several paragraph non-fiction text in which each paragraph has a main idea and supporting details.
- 37.25 Write a multi-paragraph, truthful and accurate, report describing a recent experience.

Sample Teaching Strategies

Themes: To motivate students, ensure that they have an interest in the topic they are writing about and a purpose for writing. This can often be achieved by making a writing activity the culmination of a week's work on a text, or series of texts, on a theme. Asking students to write on an unfamiliar topic without such preparation is unlikely to be effective.

Planning and Editing: Writing a non-fiction text may take several lessons. The writing process should be used: for example, plan, draft, revise/edit, check, and prepare final copy.

Pre-writing: Use Pre-writing activities such as activating background knowledge and discussion of the topic, vocabulary teaching, and practical activities. Build on students' experiences of non-fiction writing to guide them. The purpose of a piece of writing and who it is intended for should also be discussed before students begin to write.

During Writing: Correct students' errors as they write. Provide a structure for writing, for example, by providing a diagram for students to write words on.

Post writing: Display completed written work in the classroom.

Linkages

- CS9 (S) Express opinions and communicate ideas.
- CS10 (S) Narrate real and fictional events
- CS31 (R) Comprehend non-fiction texts
- CS32 (R) Research from non-fiction texts
- CS38 (W) Plan and edit written work
- CS39 (W) Present written work appropriately
- CS41 (W) Spell words appropriately

Sample Student Activities

Writing and Role-Play: Students can be motivated to write by linking it to role-play.

Peer Editing: Students read each others work at the drafting stage. Students should be required to: (a) say two good things about the writing (b) ask questions about anything that is not clear (c) suggest two ways to make the writing better.

Science Writing: non-fiction writing can be linked to activities that occur in a science lesson. For example, describing an experiment or explaining a phenomenon.

38 Plan and Edit Writing

General Comments

As they progress through primary schools, students should learn to use the writing process: that is to *plan, draft, edit, revise, present* and *evaluate* their own writing. The development of all these skills should begin in lower division and consolidated in middle division. All students can be encouraged to revisit a piece of written work to improve it and to prepare it for display. This process should involve students in discussing their ideas for writing with their teacher and their peers.

It is important to remember that revising a piece of writing is just as much about improving the ideas as correcting the spelling, punctuation and grammar.

Assessment

Assessment can either focus on the outcome of a writing task, that is the final product, or on the process of creation and composition. For example, points can be awarded when students make a plan, use a dictionary or make a revision.

As with all assessment, teachers should explain to students what points are being awarded and how they can be obtained.

Teachers should also make informal observations about the planning and editing process as they talk to individual students as they use the writing process.

Content Standard 38 Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

Resources

A Writing Process Chart is in Language Tree, Bk 4 p127.

Standards Two and Three

W

Learning Outcomes

Standard 2

- 38.3 Generate ideas for writing by making lists.
- 38.4 Use a dictionary to edit work for spelling.

Standard 3

- 38.5 Edit a piece of writing so that unnecessary repetition is eliminated.
- 38.6 Edit a piece of writing by deleting irrelevant or unimportant elements.
- 38.7 Generate ideas for writing through discussion with peers.
- 38.8 Graphically represent the outline of a plot for a story to be written.
- 38.9 Compose a draft based on planning and check it for spelling, punctuation and grammar mistakes.
- 38.10 Create a map (story board) of a story to be written that contains sections for the setting, the problem or conflict, the characters, and the solution.
- 38.11 Edit a piece of writing by revising its vocabulary.

Standard 4

See next section.

Sample Lesson Objective

38.7 After reading and discussing "Alien TV", students will use a web to link ideas for a short essay entitled "life on another planet" (See Language Tree Bk4 Unit 10)

Sample Teaching Strategies

Teaching students to plan and edit writing involves regularly guiding them through the writing process as they take several lessons to complete a single piece of writing.

Collaboration: Students should regularly work together in pairs and small groups to plan and edit their writing.

Brainstorming: All students need to be given the opportunity to contribute to class brainstorms.

Peer editing: Standard 1 students should be able to edit each other's work in pairs or small groups. Students can be provided with checklists to guide them. However, this type of activity requires considerable teacher support.

Modeling: Students need to participate in activities during which the teacher models how to plan and edit.

Help at the point of writing: Helping students to correct their work as they write is more effective than correcting it afterwards.

Linkages

This content standard links to all of the content standards that relate to writing.

Sample Student Activities

Collective composition: With the teacher acting as a scribe, the class create a collective story on a given theme. Time should be given for the students to explore ideas and discuss which, of several alternatives they prefer.

Web Planning: Students can create a web of ideas, in groups or as a whole class.

Story Maps: Students can create story outlines in groups or as a whole class.

38 Plan and Edit Writing

General Comments

As they progress through primary schools, students should learn to use the writing process: that is to *plan, draft, edit, revise, present* and *evaluate* their own writing. The development of all these skills should begin in lower division and consolidated in middle division. All students can be encouraged to revisit a piece of written work to improve it and to prepare it for display. This process should involve students in discussing their ideas for writing with their teacher and their peers.

It is important to remember that revising a piece of writing is just as much about improving the ideas as correcting the spelling, punctuation and grammar.

Content Standard 38 Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

Assessment

Assessment can either focus on the outcome of a writing task, that is the final product, or on the process of creation and composition. For example, points can be awarded when students make a plan, use a dictionary or make a revision.

As with all assessment, teachers should explain to students what points are being awarded and how they can be obtained.

Teachers should also make informal observations about the planning and editing process as they talk to individual students as they use the writing process.

Standard 4 students can also engage in self and peer assessment using checklists or guiding questions.

Resources

A Writing Process Chart is in Language Tree, Bk 4 p155.

A simple planning web is on Bk3, p35.

For a discussion on Read Aloud Protocols see

<http://west.thomson.com/pdf/perspec/brut0899.pdf>.

Standard Four

W

Learning Outcomes

Standards 2 and 3

See previous section.

Standard 4

- 38.12 Consider audience when planning writing.
- 38.13 Plan a story or non-fiction text in outline form, using a few words that will later be expanded into longer sections.
- 38.14 Individually, generate ideas on a topic by brainstorming.
- 38.15 Generate ideas for writing by reading related material.
- 38.16 Edit a piece of writing to ensure that sentences are correctly structured and are in the appropriate tense.
- 38.17 Use a checklist provided by the teacher to revise and edit writing.

Sample Lesson Objective

38.17 Working in pairs, students will use a checklist to revise and edit the first draft of their business letters.

Sample Teaching Strategies

Teaching students to plan and edit writing involves regularly guiding them through the writing process as they take several lessons to complete a single piece of writing.

Modeling: Students need to participate in activities during which the teacher models how to plan and edit.
Help at the point of writing: Helping students to correct their work as they write it is more effective than correcting it afterwards.

Collaboration: Students should regularly work together in pairs and small groups to plan and edit their writing.

Brainstorming: All students need to be given the opportunity to contribute to class brainstorms.

Peer editing: Standard 1 students should be able to edit each other's work in pairs or small groups. Students can be provided with checklists to guide them. However, this type of activity requires considerable teacher support.

Linkages

This content standard links to all of the content standards that relate to writing.

Sample Student Activities

Read Aloud Protocols: After each student has prepared a draft of written work, they work in pairs. Each person reads aloud the work of his or her partner. The reader can make comments as they read.

Web Planning: Students can create a web of ideas, in groups or as a whole class.

Story Maps: Students can create story outlines in groups or as a whole class.

39 Present Written Work Appropriately

General Comments

The lay-out and appearance of a written text constitute its form. Each genre of writing has its own form which is part of the message. For example, warning signs tend to be large, bold and capitalized, children's books tend to have pictures, newspapers have headlines, letters have greetings, and so on.

Academic work, even at the primary level, also has its own form. The reader expects titles to be underlined, margins to be present but not obtrusive, etc. If the correct form is not used, the reader's attention is drawn away from the message and communication is less effective.

As students progress through middle division, they should become increasingly able to reproduce independently the appropriate form for a variety of written texts.

Assessment

Create a check-list of items of form that you want the students to apply, for example (a) heading (b) date (c) underlining heading and date (d) margins and (e) indented paragraphs. This checklist can be displayed in the class to be referred to by the students as they review their own work and by the teacher as the work is evaluated.

Content Standard 39 Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

Resources

Writer's guides, such as Diana Hacker's *A Writer's Reference* (Bedford) are invaluable sources of advice about document form.
See: www.dianahacker.com

W

Sample Lesson Objective

39.9 After revising and editing the draft of story, students will re-write it in "best form" for classroom display.

Learning Outcomes**Standard 2**

Although there are no CS39 learning outcomes specifically for Standard 2, teachers should ensure that students are progressing towards CS39.8 and 39.9.

Standard 3

39.8 Without prompting, use appropriate headings, margins, paragraph indents and other presentation devices.

39.9 Produce a piece of written work for classroom display that is appropriately laid out and attractively presented

Standard 4

Although there are no CS39 learning outcomes specifically for Standard 4, teachers should ensure that students can independently accomplish CS39.8 and 39.9.

Sample Teaching Strategies

Explicitly teach the rules for setting out written work that you expect students to follow. Support this with display charts and large print model texts.

As the students write for other purposes, monitor their presentation and have them correct or rewrite work if it does not meet acceptable standards.

However, some students find neat presentation very difficult. The desire of these students to write should not be crushed by a demotivating focus on form.

Sample Student Activities

Work on presentation should be integrated with other writing activities.

Linkages

This content standard links to all content standards from CS34 to CS45.

40 Write Clearly and Legibly

General Comments

The ability to write clearly and legibly should develop over time as students write stories, letters, poems and non-fiction texts. By the end of lower division students are expected to be able to form all the letters of the alphabet. They should also have begun to write cursively.

The focus in middle division should be on neatness and legibility, including appropriate sizing and spacing of letters. Excessive emphasis on perfect letter formation is likely to detract from more important literacy development activities. It is also likely to demotivate students and may actually harm the development of fine-motor muscle control.

Note (1): There is no single "correct" way to write cursively. Students are expected to develop the ability to join lower case letters fluently; however, there is no requirement for students to learn cursive capital letters.

Assessment

Teachers should monitor students' gradual development of handwriting skills over time.

When students have very poor handwriting, teachers should observe their "pencil hold" and posture, (see teaching strategies)

Content Standard 40 Write Clearly and Legibly

Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.

Internet Resources

<http://www.drawyourworld.com/grip.html>

W

Sample Lesson Objective

It is possible that no single lesson will focus on writing clearly and legibly. Instead, it should be reinforced as students complete other writing tasks.

Learning Outcomes**Standard 2**

40.16 Write cursively, with correct letter size and spacing, without using guidelines.

Standard 3

40.17 Use appropriate lettering for diagrams, maps, charts and so on.

Standard 4

Standard 4 teachers should refer to CS40.16 and CS40.17.

Sample Teaching Strategies

Pencil Hold: The pencil should be positioned so that there is equal pressure between the thumb, the side of the middle finger and the tip of the index finger. All fingers are bent slightly. If students are not using a good pencil hold, intervention is necessary.

Students should have already developed a clear preference for either their right or left hand. Do not force natural left-handers to write with their right hand.

Posture: Correct seating position and posture are important. Students should be able to sit with their feet flat on the floor as they write.

Progressive Development: Usually, as students begin school, their attempts at writing letters are over-sized and poorly formed. This is developmentally normal. Writing should become progressively more controlled.

Expectations: Expectations for neatness and accuracy for drawing and labeling maps, diagrams, pictures and charts should be clearly communicated to the students and frequently reinforced.

Sample Student Activities

Craft activities such as painting, drawing, pasting paper, and constructing models help develop the fine motor skills necessary for writing.

Penmanship Practice: If it is used at all, practice that involves copying and tracing letters should be limited to a few minutes at a time.

Linkages

This content standard links to all content standards from CS34 to CS45.

41 Spell Words Appropriately

General Comments

Learning to spell cannot be done effectively through the memorization of words; there are too many words for any person to be able to memorize them all. Instead, learning to spell occurs gradually, over time, as a student makes connections between the sound system and the writing system of the language. As students progress towards full accuracy, they are likely to try to spell most words phonetically. This is a normal, and indeed important, part of the development of their writing skills. When a student spells a word phonetically, he or she is demonstrating a knowledge of phonemes, the letters of the alphabet, and the alphabetic principle. However, as students move through middle division, they should become aware of an ever greater variety of spelling patterns and they should increasingly be able to spell words conventionally.

Assessment

Over time, students' spelling patterns should become more conventional. Assessment should focus on the appropriate level of development.

It is not necessary to use traditional tests of memorized spelling to assess this content standard. It is more effective to evaluate a students' spelling during an independent writing task.

Content Standard 41 Spell Words Appropriately

Spell words in accordance with accepted conventions.

Resources

<http://www.everydayspelling.com>

<http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/spell4.html>

W

Sample Lesson Objective

41.7 During a shared writing activity, students will use spelling strategies to help them spell words correctly.

Learning Outcomes**Standard 2**

41.7 Spell most of phonetically spelt words correctly.

Standard 3

41.8 Spell most common irregularly spelt words, correctly.

41.9 Spell an increasing range of irregularly spelt words correctly.

Standard 4

Teachers should continue to monitor students' spelling and use of spelling strategies (see box right)

Sample Teaching Strategies

Students can acquire various thinking strategies to help them spell words correctly. These include:

- thinking about the sounds (phonemes) that make up a word;
- thinking about a similar sounding word that they already know how to spell;
- thinking about a word that rhymes with the word;
- dividing a word into smaller parts and thinking about parts they already know how to spell, for example, *-and* in *strand* or *-er* in *under*;
- looking for a similar word on a word wall or chart;
- thinking about the different ways that each of the sounds can be written, for example ee, ea, ie for the long /e/ sound;
- writing the word in different ways and thinking about which one "looks right".

Teachers should prompt students to use these strategies during in-class writing activities.

Students need to learn to use these strategies under direct guidance from the teacher, in structured activities and independently.

Linkages

CS1 (L) Identify and distinguish between sounds.
 CS20 (R) Apply phonics knowledge
 CS22 (R) Recognize words by sight
 CS23 (R) Display word power
 CS24 (R) Use a dictionary

All content standards from CS34 to CS39 and any other areas that involve writing.

Sample Student Activities

Journals: Setting aside time every day for journal writing provides opportunities for students to write independently.

Spelling Games: Use games instead of tests. For example, fishing for words, insert the letters, word searches, "lingo", spelling bingo, spelling bee competitions and so on. These should be short, fun, activities.

42 Use Capital Letters Appropriately

Content Standard 42 Use Capital Letters Appropriately

Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

General Comments

Students entering middle division should already consistently use capital letters at the beginning of sentences. They should also not be indiscriminately mixing lower case and capital letters, for example by putting capitals in the middle of words where they do not belong.

Assessment

Students' use of capital letters is best assessed while they write for other purposes.

Internet Resources

For a comprehensive article on capital letter usage see:
<http://en.wikipedia.org/wiki/Capitalization>

Language Tree
Bk5 p.38-39

W

Sample Lesson Objective

42.9 After a class review of the rules for punctuating direct speech, in pairs, students will write a short passage that includes dialogue and punctuate it correctly.

Learning Outcomes

Standard 2

- 42.9 Use capital letters for the first word in direct speech.
42.10 Use capital letters in the first line of poetry.

Standard 3

There are no learning outcomes for Standard 3. Teachers should ensure that students continue to apply independently common capital letter rules.

Standard 4

- 42.11 Appropriately capitalize organizations and their members, historical periods and events.
42.12 Appropriately capitalize titles of books, etc.

Sample Teaching Strategies

Some explicit teaching of capital letter rules is useful. However, this should not be done in isolation from the reading and writing of texts.

As students read stories and write independently, the teacher can point out that certain words begin, or should begin, with capital letters and ask the students if they know why.

Rules: Remind students to always use lower case letters unless the rules say otherwise. If necessary, teach the rules one at a time with a short piece of explicit teaching linked to specific reading texts. Use display charts and model writing to reinforce the rules.

Sentence concept: The concept of a sentence is one that many young children find difficult to understand. Teaching them an abstract definition is unlikely to help; instead, point out the features of a sentence during reading sessions.

Grammar-at-the-point-of-writing: Teachers can prompt students to correct their own writing as they do it in the classroom.

Linkages

This content standard links to CS34—CS38.

Sample Student Activities

Guided Writing: Teachers should monitor students' use of capital letters during guided writing tasks.

Peer Editing: Capital letter usage should be an item on a peer editing checklist.

Independent Writing: Students should practice using capital letters correctly as they write their own journals, stories, letters and other texts.

43 Use Punctuation Appropriately

General Comments

Many students are unable to grasp the concepts behind abstract punctuation rules. Teaching should therefore focus on giving examples of how punctuation is used. Students should be shown how punctuation adds to or changes the meaning of a sentence in order to help them grasp that punctuation marks are an essential tool for transmitting exact meaning. In other words, teaching that helps students understand punctuation is likely to be more effective than teaching that concentrates on rules, procedures and memorization.

An effective way of helping students understand punctuation is to monitor their in-class writing and discuss and correct their errors as they occur. Features of punctuation should also be pointed out during shared reading.

Assessment

Punctuation should be one of the items on any rubric used for evaluating independent writing. It should not, however, be given too much emphasis.

Exercises that test knowledge of punctuation in artificial situations are thought to have only a limited impact on students' use of punctuation during independent writing tasks.

Content Standard 43 Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

Internet Resources

For an excellent article on teaching punctuation, see:

<http://www.noycefdn.org/literacy/documents/Handout-Punctuation09-18-04.pdf>

Language Tree

Bk 3 p75, 94

Bk 4 p16-19, 84-85

Sample Lesson Objective

43.9 Working individually, students will underline lightly in pencil all words that are direct speech in the story "Why the World is Good and Bad".

(Language Tree Bk4 p.16)

Learning Outcomes**Standard 2**

43.5 Appropriately use exclamation marks.

43.6 Appropriately use commas when writing lists or series of items.

43.7 Appropriately use an apostrophe in a possessive.

Standard 3

43.8 Use commas in dates, greetings and closings of letters and social notes and to set off geographical names in addresses.

43.9 Use quotation marks to indicate the beginning and end of direct speech.

43.10 Use hyphens to join some compound words.

43.11 Consistently and correctly use apostrophes for contractions.

Standard 4

There are no learning outcomes for Standard 3. Teachers should ensure that students continue to apply punctuation appropriately.

Linkages

This content standard links to CS34—CS38. .

Sample Teaching Strategies

Read Aloud: Frequently read aloud to students in a way that demonstrates the power and purpose of punctuation.

Exploring Punctuation: Early in the year, have one unit that focuses on *the purpose of punctuation*. In this unit, the punctuation in a range written texts should be examined and discussed. Students can answer questions such as, "Why is this comma important?" "What would happen if this punctuation mark was not used?" "How does this punctuation mark change the meaning of the text?" and so on.

Talking about Punctuation: Instead of telling students that they have made a mistake, ask them to explain why they used a particular piece of punctuation.

Guided Writing: Students who find writing difficult should work in small guided writing groups under the close supervision of the teacher.

Sample Student Activities

Chart: Students make a punctuation chart using their own words and examples.

Change the Meaning: Students are given a sentence and have to change its meaning by changing the punctuation, not the words.

Hunt the Mark: Students look for target punctuation marks in books and explain why they have been used.

Peer Editing: Use of punctuation should be an item on the peer editing check-list.

44 Apply Correct Grammatical Forms in Writing

General Comments

These learning outcomes can only be achieved if the students independently demonstrate the skill in original writing.

All children learn grammar naturally as they learn to speak and the development of oral language skills is an important part of developing grammar for writing. However, in Belize, the grammar that many students first learn is that of Kriol. If students are to develop a sense of standard English grammar, they need to hear it consistently spoken by the teacher and they need to encounter it frequently in books.

This content standard interprets “grammar” as the rules governing the way words are connected together to form sentences. The primary aim of teaching grammar is to improve students’ writing. This content standard, therefore, stresses the application of grammar rules, not their memorization, nor the identification and definition of parts of speech. The identification of parts of speech during reading is covered by CS22: Use Context Clues.

Content Standard 44 Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

Assessment

The learning outcomes should be assessed in students’ original writing.

Resources

Language Tree: (See note on next page)
Bk 3 p.18, 24, 33, 98, 103
Bk4 p.48
Bk 5 p.69-70, 98-99, 136

W

Sample Lesson Objective

44.11 After reviewing the rules for writing relative clauses and completing the exercise on page 39 of Language Tree, students will write a paragraph about pollution including at least three sentences with clauses joined by *who* or *which*.

Learning Outcomes

Standard 2

44.7 Join two phrases with an appropriate coordinating conjunction, for example, *and*, *or*, & *but* to form a compound sentence in original writing.

44.8 Apply the correct plural form of nouns that have irregular plural forms.

44.9 Appropriately use regular present and past simple (verb+ed) verb forms in original writing.

Standard 3

44.10 Appropriately use subject and object pronouns in original writing.

44.11 Construct sentences with clauses beginning with *who*, *which* & *that* in original writing.

Standard 4

44.12 Appropriately use a range of future verb forms in original writing.

44.13 Appropriately use possessive pronouns in original writing.

44.14 Differentiate between sentences, fragments and phrases.

44.15 Join two phrases with an appropriate subordinating conjunction, for example *because*, *when*, & *unless*.

Sample Teaching Strategies

Note: The comments in the Teaching Strategies box for CS45 also apply to CS44.

Modeling: Teachers should endeavour to model grammatically accurate standard written and spoken English.

Grammar-at-the-Point-of-Writing: The key to good grammar instruction is to teach it as the students write original work. Although marking and correcting are important, students are more likely to understand and internalize a grammar rule if it is explained to them as they try to write a communicative sentence.

Verb Tenses: By Standard 1, students should be using past tense forms when writing original stories.

Explicit Teaching: The explicit teaching of rules may be essential; however, it is better to for this teaching to occur in short chunks of a few minutes at a time.

Comparative Analysis: Teachers can help students understand that Kriol and standard English have different grammars by comparing sentences from the two languages.

Sample Student Activities

English or Kriol Game: The teacher says a sentence. The students have to identify if it is in English or Kriol.

Reading: The more students read, the more they will encounter grammatically correct sentences.

Writing Tasks: Students should frequently engage in small group and individual writing tasks – including writing journals, letters, stories and non-fiction.

Jumbled Sentences: Students put word cards in a logical order to make a sentence.

Linkages

CS10 (S) Narrate real and fictional events
 CS17 (S) Use correct grammatical structures in speech
 CS22 (R) Use Context Clues
 CS34 (W) Write stories
 CS35 (W) Write poetry
 CS36 (W) Write letters
 CS37 (W) Write non-fiction
 CS38 (W) Plan and Edit Writing
 CS44 (W) Apply correct grammatical forms in writing

45 Incorporate Stylistic Devices in Original Writing

General Comments

These learning outcomes can only be achieved if the students independently demonstrate the skill in original writing.

The overall aim of language arts is to help students communicate effectively and they need to learn to use stylistic devices both to entertain and to convey meaning more exactly and powerfully.

This content standard is strongly linked to those that necessitate original writing by the students, particularly CS34 to CS38.

Content Standard 45 Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

Assessment

The learning outcomes should be assessed in students' original writing.

Resources

Rules for Comparative and superlative adjectives are clearly explained at:
<http://iteslj.org/Techniques/Jaiswal-Adjectives.html>

Language Tree

Bk 3 p.20, 44, 84

Bk 4 p.54

Bk 5 p.129, 141-142

W

Sample Lesson Objective

45.4 After studying "Pilar McShine," students will write a short article about a person they know using at least three comparative or superlative adjectives.

Learning Outcomes

Standard 2

45.3 Modify a verb with an adverb in an original sentence.

Standard 3

45.4 Appropriately use comparative and superlative forms of adjectives in original writing.

Standard 4

45.5 Use multiple adjectives to modify words in original writing.

45.6 Appropriately use comparative and superlative forms of adverbs in original writing.

Sample Teaching Strategies

Use of Language Tree: Language Tree contains a large number of short exercises on a wider range of language points than those covered by this document. Teachers should use those exercises that they consider useful and relevant for their students, even if they do not relate to a specific learning outcome.

Previous Outcomes: Teachers should be aware of the learning outcomes for all the grades leading up to the one they are currently teaching. The skills referred to in these earlier outcomes should be reviewed and practiced.

Sample Student Activities

The following fun activities are designed to take about ten to fifteen minutes.

Add the Adjective Game: Students add adjectives (or adverbs) to a basic sentence.

Listening Game: Read a paragraph aloud. Students have to count the number of comparative or superlative adjectives they hear.

Adjective Race: Each team is given ten simple sentences containing no adjectives or adverbs. The winning team is the first one to rewrite all the sentences with at least two adjectives or adverbs in each one.

Objects Game: Each group is given three different (but related) objects. The winning group is the one that writes the most imaginative sentence that links the objects using comparative or superlative adjectives.

Linkages

CS10 (S) Narrate real and fictional events
 CS17 (S) Use correct grammatical structures in speech
 CS27 (R) Comprehend fiction texts
 CS30 (R) Read and relate to poetry
 CS31 (R) Comprehend non-fiction texts
 CS34 (W) Write stories
 CS35 (W) Write poetry
 CS36 (W) Write letters
 CS37 (W) Write non-fiction
 CS44 (W) Apply correct grammatical forms in writing.

The Planning Guide

Advisory Sections on Planning

Scope and Sequence Charts

The scope and sequence charts indicate how teachers can plan to cover all the learning outcomes in a given year. These charts, or ones of the teacher's own devising, should be consulted when annual plans and unit plans are being written.

It should be noted that few learning outcomes are designed to be taught just once. The vast majority of learning outcomes will require several lessons to be covered adequately and most, once taught, will need to be revisited at a later date. Most learning outcomes, therefore, will appear in more than one month.

Some of the learning outcomes are marked as "ongoing development". These relate to general skills that students develop every time they read, write or participate in oral activities.

Some of the learning outcomes relate to skills that require little or no explicit teaching; instead they are expected to develop "naturally" as the student matures and is exposed to a wider range of experiences in school and in the home. These skills need to be monitored by the teacher in case the expected development does not occur and intervention is required.

Annual Plans and Weekly Schemes

This curriculum does not mandate any particular format for annual plans and weekly schemes. It is left up to the discretion of school managers, principals and teachers to decide which format to use. However, the samples included in this planning guide do represent a coherent and effective way to plan and their use is encouraged.

Thematic Unit Planning

Instruction can be organized into content-based themes: one for each unit of work. Reading texts, writing topics and listening, speaking and viewing activities should be linked to the theme. When planning, teachers should look for topics on which they have access to a large number of fiction and non-fiction texts that can be read by the students. They should then plan for the students to use these as stimuli for reading, writing and other activities.

General Themes

Teachers can choose any topics for their Language Arts themes. Some themes can be drawn from the units in Language Tree and other textbooks but teachers may also choose topics that are of interest to the students and for which sufficient resources are available.

Themes can last for any length of time from one week to as many as six weeks. Themes do not, therefore, necessarily equate with months.

How the themes should be used.

Language Arts lessons are more meaningful to students if they listen to, read, speak about and write about topics that are of interest to them.

When planning their units, teachers should select a theme from this page or create one of their own, and then use texts related to it.

Themes from other subject areas can also be used as Language Arts themes, as listed below.

Social Studies Themes

The World: (*Landforms & Location; The Earth, Its Movement and Structure; Weather & Climate; Resources; Tourism.*)

Government and Citizenship: (*Types and Structure of Government; Democracy; The Constitution; The Need for Rules.*)

Rights and Responsibilities: (*You Have Rights; You Have Responsibilities.*)

Early Civilization: (*African Culture & Traditions; Maya Civilization in Belize*)

Society and Culture: (*Ethnic Groups in Belize; Cultural Diversity; African Culture & Traditions; Maya Civilization in Belize.*)

Spanish Themes

Family Life and Culture; Pets; School Field Trips/Games; Celebrations & recreation; People; Creation; Environment; Workers; Industries; Birthdays; National Holidays; Musical Instruments, Singing & Dancing; Home Economics; Local News & Issues; Hobbies.

Science Themes

The Universe
Living Things
Materials & substances
Simple machines
Environment
Sources & Uses of Energy

HFLE Themes

Sexuality and Sexual Health
Self and Interpersonal Relationships
Eating and Fitness
Managing the Environment

Expressive Arts

Instruments; Singing and Songs; Rhythm; Drawing & Painting; Clay & Wood, Straw Art, Fabrics etc.

Scope and Sequence Chart for Standard 2

Key

	Major Focus of a Unit		Ongoing Development
1	Major Focus of a Unit		Ongoing Development

[illegible]

[illegible]

[illegible]

Scope and Sequence Chart for Standard 3

Key

	Major Focus of a Unit	Ongoing Development
1. Unit 1: The American Revolution	1.1 The American Revolution: Causes, Events, and Consequences 1.2 The American Revolution: The War and Its Aftermath	1.3 The American Revolution: The War and Its Aftermath
2. Unit 2: The American Civil War	2.1 The American Civil War: Causes, Events, and Consequences 2.2 The American Civil War: The War and Its Aftermath	2.3 The American Civil War: The War and Its Aftermath
3. Unit 3: The American West	3.1 The American West: Causes, Events, and Consequences 3.2 The American West: The War and Its Aftermath	3.3 The American West: The War and Its Aftermath
4. Unit 4: The American South	4.1 The American South: Causes, Events, and Consequences 4.2 The American South: The War and Its Aftermath	4.3 The American South: The War and Its Aftermath
5. Unit 5: The American Midwest	5.1 The American Midwest: Causes, Events, and Consequences 5.2 The American Midwest: The War and Its Aftermath	5.3 The American Midwest: The War and Its Aftermath
6. Unit 6: The American Northeast	6.1 The American Northeast: Causes, Events, and Consequences 6.2 The American Northeast: The War and Its Aftermath	6.3 The American Northeast: The War and Its Aftermath
7. Unit 7: The American Northwest	7.1 The American Northwest: Causes, Events, and Consequences 7.2 The American Northwest: The War and Its Aftermath	7.3 The American Northwest: The War and Its Aftermath
8. Unit 8: The American Southwest	8.1 The American Southwest: Causes, Events, and Consequences 8.2 The American Southwest: The War and Its Aftermath	8.3 The American Southwest: The War and Its Aftermath
9. Unit 9: The American Southeast	9.1 The American Southeast: Causes, Events, and Consequences 9.2 The American Southeast: The War and Its Aftermath	9.3 The American Southeast: The War and Its Aftermath
10. Unit 10: The American Central	10.1 The American Central: Causes, Events, and Consequences 10.2 The American Central: The War and Its Aftermath	10.3 The American Central: The War and Its Aftermath

[illegible]

[illegible]

	Months > > > > >	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	greeting visitors, making introductions, showing people around, giving thanks, expressing joy or sadness, apologizing, expressing welcome and giving.										
19.4	Use pauses and variation in intonation to communicate shades of meaning.										
19.5	Vary the tone of voice to express mood, emotion and humour.										
20.26	Independently use a variety of strategies to read unfamiliar words including using phonics knowledge, recognizing similar patterns from other words and applying knowledge of suffixes, prefixes and the structure of words.										
20.27	Discriminate between words with similar spelling patterns but different pronunciation (head/bead, good/moon, dough/rough/thought, cow/low).										
21.7	Read on sight place names from the Caribbean region and Central America										
22.17	Use quotation marks to differentiate between speech and non-speech in a written text.										
22.18	Re-read a text to try to decipher and arrive at the meaning of unfamiliar words.										
23.9	Explain how some suffixes and prefixes are used to change the part of speech of a word, e.g. culture (n) cultural (adj), or book (n) bookish (adj)										
23.1	Discuss and collect words of similar and opposite meanings.										
24.6	When reading, note an unknown word that they will look up later but continue reading.										
25.18	When reading aloud, vary volume and tone of voice to hold the audience's attention.										
25.19	When reading aloud, bring out the natural phrasing and rhythm of a passage.										
25.2	When reading aloud, from time to time look up from the text to achieve eye-contact with the audience.										
26.8	Select and read for pleasure stories from other cultures.										
26.9	Discuss, with reasons, their book preferences.										
26.1	Read a newspaper or magazine and select the articles that are of most interest to them.										
26.11	Use information from a book's front and back cover when making a reading selection.										
27.9	Explain the difference between dialogue and non-dialogue in a story.										
27.1	Using original words, describe story settings, events and the physical appearance of characters.										
27.11	Use descriptive language, including adjectives and adverbs when recounting characters and scenes from a story.										
28.13	Discuss how the characters in a story might behave in a given situation.										
28.14	Make predictions about what will happen next in a story based on inferences about a character's personality.										

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[illegible]

Key

	Major Focus of a Unit	Ongoing Development
1. Introduction to the Course	Understanding the scope and objectives of the course.	Establishing a learning community and setting expectations.
2. Foundational Concepts	Introducing key theories and models.	Exploring the historical context and evolution of the field.
3. Research Methods	Learning quantitative and qualitative research techniques.	Applying research methods to real-world problems.
4. Case Studies	Analyzing specific examples of phenomena.	Developing critical thinking and problem-solving skills.
5. Current Issues and Debates	Examining recent developments in the field.	Engaging in scholarly discussion and debate.
6. Final Project	Applying knowledge and skills to a complex task.	Presenting findings and receiving feedback.

[illegible]

		S	O	N	D	J	F	M	A	M	J
	Months										
	clearly.										
13.8	Understand the conventions of play scripts, including stage directions, scene changes, the use of props and how writers make action seem realistic.										
13.9	Play the part of a character in a drama with confidence, voice variation and "stagecraft".										
13.10	Discuss the importance of gesture and movement in performing drama.										
14.9	Memorize and recite a poem containing several stanzas.										
15.8	During group discussions be tolerant of and sensitive to the needs of all participants, including those who have special needs such as speech, hearing and visual impairments.										
15.9	Demonstrate tolerance for the ideas of others in a group situation.										
18.6	As appropriate to the situation switch between standard English, Kriol and other language codes with sufficient control that one code does not overlap with or interfere with another.										
18.7	Recognize that the type of language a person uses to express an idea depends on the situation and who they are talking to.										
18.8	Demonstrate the ability to choose the appropriate language register for the situation, for example, formal, informal, academic, etc.										
19.6	Consistently stress the correct syllable in multi-syllabic words.										
19.7	Pace the delivery of speech appropriately for the listener and the situation.										
21.8	Accurately and fluently, read on sight a majority of words encountered in print.										
22.19	Identify, and explain the purpose of, passive forms in written text.										
22.20	Identify, and explain the purpose of ,subordinating conjunctions, for example, because, when, unless, in written texts.										
22.21	Understand that the context in which a word is used may alter its meaning.										
22.22	Use grammatical awareness to predict the meaning of words.										
23.11	Build words from common roots, e.g. medical/medicine/medicinal.										
23.12	Interpret most homophones and homonyms correctly										
24.8	Use information from a dictionary about parts of speech, plurals, verb tenses and syllabication.										
25.21	When reading aloud pronounce most commonly occurring, regularly and irregularly spelt words, accurately and fluently.										
25.22	Read with fluency and confidence from a variety of prose, poetry and non-fiction texts, including texts seen for the first time.										
26.12	With guidance, select an appropriate book from a public library.										

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Sample Annual Plan for Standard 2 First Term

	September	October	November	December
Listening	2 Listen for Information 4 Listen and Communicate	3 Interpret and Evaluate Oral Presentations 4 Listen and Communicate 5 Respond to Spoken Texts 9 Express Opinions and Communicate Ideas	1 Identify and Distinguish between Sounds 2 Listen for Information	1 Identify and Distinguish between Sounds 2 Listen for Information
Viewing			6 Comprehend and Interpret Visual Images	7 Respond to Visual Images
Speaking	8 Ask and Answer Questions 9 Express Opinions and Communicate Ideas 15 Participate in Group Discussions 17 Use Correct Grammatical Structures in Speech	15 Participate in Group Discussions 16 Pronounce Words Appropriately 17 Use Correct Grammatical Structures in Speech 19 Use Speech Prosody and Gesture	7 Respond to Visual Images 8 Ask and Answer Questions 9 Express Opinions and Communicate Ideas 15 Participate in Group Discussions 16 Pronounce Words Appropriately 18 Use Appropriate Styles and Registers in Speech	9 Express Opinions and Communicate Ideas 11 Deliver Reports and Speeches 15 Participate in Group Discussions
Reading	20 Apply Phonics Knowledge 21 Recognize Words by Sight 22 Use Context Clues 25 Read Aloud 28 Interpret Stories 32 Research from Non-Fiction Texts	20 Apply Phonics Knowledge 22 Use Context Clues 23 Display Word Power 25 Read Aloud 27 Comprehend Fiction Texts 28 Interpret Stories 29 Relate Personally to Stories 30 Read and Relate to Poetry	20 Apply Phonics Knowledge 22 Use Context Clues 23 Display Word Power 25 Read Aloud 27 Comprehend Fiction Texts 32 Research from Non-Fiction Texts	20 Apply Phonics Knowledge 22 Use Context Clues 23 Display Word Power 24 Use a Dictionary 25 Read Aloud 26 Select Appropriate Reading Material 31 Comprehend Non-Fiction Texts 32 Research from Non-Fiction Texts 33 Analyse the Language, Nature and Structure of Texts
Writing	37 Write Non-Fiction 41 Spell Words Appropriately 42 Use Capital Letters Appropriately	34 Write Stories 38 Plan and Edit Writing 39 Present Written Work Appropriately 40 Write Clearly and Legibly 41 Spell Words Appropriately 42 Use Capital Letters Appropriately 44 Apply Correct Grammatical Forms in Writing	36 Write Letters 37 Write Non-Fiction 40 Write Clearly and Legibly 41 Spell Words Appropriately 44 Apply Correct Grammatical Forms in Writing 45 Incorporate Stylistic Devices in Original Writing	37 Write Non-Fiction 38 Plan and Edit Writing 41 Spell Words Appropriately 44 Apply Correct Grammatical Forms in Writing 45 Incorporate Stylistic Devices in Original Writing

Guide to Completing a Weekly Scheme Planning Chart

Area of Study (Subject) Topic/Subtopic/ Time	Objectives (ie Concepts, Skills, Attitudes) Learning Outcomes/Learning Objectives	Teaching Strategies / Learning Activities	Content (Example and Key Points)	Assessment Strategies	Linkages	Resource, Reference Material / Instructional Aids	Evaluation
Area of Study = Language Arts ² Topic = Content Area Theme ³ Subtopic = Content Standard Numbers ⁴ Time = Time available for the lessons and/or number of lessons.	Objectives/Learning Outcomes = Learning Outcome Numbers ⁵ Learning Objectives = Specific Lesson Objectives, written out in full.	Insert teaching strategies and learning activities from the curriculum web and/or ones devised by the teacher.	Expand on the learning outcomes, explaining their meaning more fully and providing examples.	Insert assessment strategies from the curriculum web and/or ones devised by the teacher.	Insert linkages to other subject areas, for example science, social studies or PE.	Resource Material refers to texts that will be listened to or read by the students. Instructional aids refers to all other materials that will be used in the implementation of the lesson. Reference Material refers to sources of information used by the teacher in planning the lesson.	Evaluation of the lesson by the teacher. This can include strengths, weaknesses and areas for improvement.

² It would not be appropriate to divide this column further into "sub-subjects" such as phonics, grammar, creative writing and penmanship.

³ This is the subject matter; that is what the students will be reading about, for example "Environment".

⁴ For example CS2, CS4; some principals and teachers may prefer to additionally write the content standard titles. This section may be usefully divided into Listening, Viewing, Speaking, Reading and Writing.

⁵ For example 21.3 or 32.5

Sample Weekly Scheme for Standard 2

First Week in November
Based on Unit 6 of Language Tree

Area of Study (Subject) Topic/Subtopic/ Time	Objectives (ie Concepts, Skills, Attitudes) Learning Outcomes/Learning Objectives
Theme: Environment <u>Sub-topics</u> <u>Listening</u> CS1 Identify and Distinguish between Sounds CS2 Listen for Information <u>Speaking</u> CS8 Ask and Answer Questions CS9 Express Opinions and Communicate Ideas CS10 Participate in Group Discussions <u>Reading</u> CS20 Apply Phonics Knowledge CS22 Display Word Power CS24 Use a Dictionary CS25 Read Aloud <u>Writing</u> CS37 Write Non-Fiction CS38 Plan and Edit Writing CS41 Spell Words Appropriately CS44 Apply Correct Grammatical Forms in Writing <u>Time</u> = 75 minutes per day.	Learning Outcomes 1.12, 2.9, 8.8, 9.5, 9.6, 15.4, 20.22, 20.23, 20.24, 23.8, 25.16, 27.7, 38.3, 38.4, 41.7, 44.7 <u>Learning Objectives</u> By the end of the week, students will have: ⁶ a) listened to the story "Clean-up Day" being read three times and have retold it placing the main events in the correct sequence. b) accurately and fluently read "Clean-up Day" and related texts aloud, self-correcting if making a mistake. c) listed the key events of "Clean-up Day" in writing d) actively worked in a small group to plan a school clean-up day. e) used "because" and similar conjunctions when explaining ideas while working in a group, f) devised a set of instructions on how to keep the school tidy. g) drafted, edited in groups and presented to the class, a written plan for a school clean-up day that contains at least five sentences. h) used a dictionary to check the spelling of a written plan for a school clean-up day. g) presented a written plan for a school clean-up day that contains at least two compound sentences with clauses joined by "because", "and", or "but". h) added the prefix "dis" to appropriate root words, divided the resulting word into syllables and demonstrated an understanding of its meaning by using it in an original sentence. i) determined whether the prefix "dis" can or cannot be added to a given word. j) appreciated the importance of maintaining a clean environment.

⁶ There are several different appropriate styles for writing objectives. For example, the following wording could also be used: "By the end of the week, students will be able to listen to a story being read three times and retell it placing the main events in the correct sequence."

Teaching Strategies / Learning Activities

Note: Each lesson will begin with 10 minutes uninterrupted sustained silent reading (or D.E.A.R.). That is students silently read a book they have selected

Monday

Listening comprehension: The teacher will read the story "Clean-up Day" aloud to the whole class three times. After the first reading students will be instructed they will have to state the main events in the correct order. After the third reading they will work in groups to write a list of events.

Students will be asked to explain why some events occurred in sentences that use the word "because".

Tuesday

Selected students read "Clean-up Day" silently.

Students review their list of events and write each one as a complete sentence.

Working in groups, students try to link their sentences together using "and", "but" or "because". Upon finishing, students complete Exercise 1 on p33 of Language Tree (Conjunctions).

Because game: In pairs, the first student makes a statement about something they did, the second student has to add a conjunction and complete the sentence, for example: "I ran to school" . . . "because I woke up late."

Wednesday

Selected students read "Clean-up Day" aloud to the whole class.

Students list words in the story that begin with dis, explain their meaning and identify the root word (disappointed, disagree, discover).

Students work in groups to list at least five more words that begin with "dis". They write a sentence for each word and explain its meaning.

Students write a rule to explain the function of the pronoun "dis".

Students use a dictionary to find more words beginning with "dis".

Syllabication game: The teacher will provide a word beginning with dis. The selected student claps the number of syllables in the word and states its meaning. Students continue the game in small groups.

Thursday

Students work in groups to plan a school clean-up day using the chart on p.35 of Language Tree. Each group presents its plan to the other students in the class. Then the whole class discusses the various ideas until a joint plan has been created. This will lead to a social studies project in the following week.

Friday

In groups, students plan and create a poster instructing students how to keep the school tidy. It should contain at least five sentences. Sentences can include the conjunction because. Students should carefully edit their work, especially checking spelling in a dictionary. Completed posters are displayed around the classroom.

Content (Example and Key Points)	Assessment Strategies	Evaluation
A conjunction is a part of speech that joins two or more clauses together. In sentences joined by "because", the second clause explains why the first clause happened. "dis" is a prefix that indicates the absence of a noun or the opposite of a noun. Examples include disagree, disappear, discover, disinterest, disloyal. Sometimes the original meaning of the word has changed over time, for example disappoint. A clean-up campaign helps students appreciate the importance of responsibly looking after their immediate and wider environment.	Completion by students of sentences containing conjunctions and words beginning with "dis". Monitoring the students' use of these structures during group work and class discussions. Observation and monitoring of students' behaviour as they complete group tasks.⁷ Evaluation of completed posters using a rubric based on design and lay-out, accuracy of language and the effectiveness of the message	Lesson Strengths: Lesson Weaknesses: Students' Performance: Possible Improvements:

Linkages	Resource, Reference Material / Instructional Aids
Social Studies Theme: Natural Resources, sub-topic Pollution Science Theme: Environment, sub-topic Protection, Care and Responsible Use of the Environment Expressive Arts Theme: Drawing and Painting HFLE Theme: Managing the Environment	Resources Language Tree Unit 6 References Hacker D A Writers Reference www.cleanup.com.au "World Celebrates Earth Day" http://news.bbc.co.uk/2/hi/science/nature/717912.stm

⁷ The checklist from the Assessment Strategies box of the Curriculum Web for CS8 could be used.

Encyclopaedia of Information for Language Arts Teachers

Encyclopaedia of Information for Language Arts Teachers

Alliteration

Alliteration is the repetition of initial consonant sounds in two or more neighbouring words or syllables:- initial rhyme

Alphabet Code

See also grapheme, phoneme, phonics.

The way in which sounds (phonemes) are mapped by letters (graphemes). In English, the 26 letters of the alphabet map approximately 42 sounds in a variety of ways.

- Some sounds, for example /b/ are almost always represented by the same letter.
- Some sounds, for example the long vowel sounds, are written in a variety of ways.
- Some sounds, for example /ch/ and /sh/ are represented by two letters.

The study of the relationship between sounds and letters is called phonics.

Annual Plan

A plan covering the whole school year. The purpose of the annual plan is to ensure that all the content standards contained in the curriculum are adequately taught during the year.

The annual plan should be based on a scope and sequence chart that outlines when, and to what extent, each content standard will be taught.

Usually the year is divided into a number of units, each of which is based on a content theme. These themes may be taken from the textbook or they may link to other subject areas. There is no specified length of time for units.

During annual planning, it is important to consider the number of actual teaching days available, taking into account examinations, holidays, planned trips and other special events.

Assessment

A judgment on the knowledge, skills and attitudes acquired by students.

The purpose of assessment is to discover the students' level of achievement in each of the content standards. During the year, all content standards should be assessed. Teachers need to use a variety of assessment tools including, but not limited to:

- written and spoken responses to reading passages, visual and other stimuli
- extended pieces of creative and informative writing
- evaluation of prepared speeches, recitations and read alouds
- observation
- journals
- research projects conducted individually and in groups
- miscue analyses based on the teacher listening to the student reading a text
- student self evaluation or evaluation by their peers
- tests and quizzes
- examinations.

It is very important that assessment is in line with lesson and unit objectives.

The term *informal assessment* is used to describe activities that occur within routine class teaching, that is, without causing a break in instruction, which are used to evaluate students' progress. Much informal assessment, for

example of group-work, students' reading and role plays relies upon observation. This can be unstructured and unscored, or it can be based on a check-list that leads to a grade.

Traditional assessment techniques include tests, exams, essay type assignments and text-book exercises. These are often standardized, so that all students are given the same questions and direct comparisons between students are possible.

Alternative assessment refers to non-traditional techniques, including drama, journals and projects which are designed to evaluate each student in a particular way, making direct comparison between students very difficult. Alternative assessment might reward effort, motivation, teamwork, leadership and other similar attributes.

Assessment Rubric

A tool used to assess students' work based on clearly defined criteria. The best way of grading work meaningfully and fairly is to use assessment rubrics that outline the criteria that will be used to judge a piece of work or an oral performance.

Many rubrics for written work have criteria for judging (a) content, including its relevance and the level of detail provided (b) structure, including paragraphing and the logical sequencing of ideas (c) style, including word choice and sentence structure, and (d) spelling, punctuation and grammar.

Rubrics for oral presentations might also include criteria for (a) use of voice, including clarity, intonation and stress, volume, and variation, (b) confidence and (c) relationship with audience.

Checklists, with tick-boxes for various outcomes, are a useful tool for assessments based on observation.

Big book

A large book with large pictures and lettering that can be used by teachers when reading to a large group of students.

Bilingual Education

See also: First Language, Target Language, Kriol

A person who has some use of more than one language, even if one is dominant, can be regarded as *bilingual*. It is often beneficial to use more than one language to teach a bilingual student, especially in the early years of school.

A common form of bilingual education is *transitional bilingual education* which occurs when the second (target) language is introduced in a planned, gradual way. For example, if a student enters school knowing little or no English, the teacher may decide to teach mostly in another language (for example Spanish) during the first few weeks and months of Infant 1 while progressively developing the students' ability in English. Over time, the use of Spanish would decrease and the use of English would increase until, probably by the end of lower division, most instruction would be in English.

Blending

Forming a word by combining parts of words, for example, putting together the sounds /c/ /a/ /t/ to form the word cat. Often blending refers to forming a word by combining the sounds represented by letters: - sounding out. Students should be encouraged to blend early in the process of learning phonics.

Brainstorming

A group activity used to quickly generate a large number of ideas. Group members usually call out ideas as they occur to them. The ideas are often

then organized into web diagrams.

Chunking	Grouping small units, for example consonant clusters, to form words while reading.
Classroom Library	A space in the classroom where books are displayed and available to students. In a good classroom library, there is suitable reading material of different types and difficulty different levels: some fiction and some non-fiction. Books which are out-dated or clearly unsuitable for the class should not be in the classroom library. Every student should have easy and frequent access to the library. A middle division classroom library can include stories, biographies, information books, picture books, newspapers, magazines, brochures, textbooks, student-authored books, poetry, and reference books, including encyclopaedias and dictionaries Through the classroom library, students can learn to keep records, to care for books and to classify them. They can also learn how to choose a suitable book by evaluating its title, author, front and back cover and physical appearance. Teachers can appoint a librarian, on a rotating basis, who is responsible for caring for the library.
Cloze Procedure	A "fill in the blanks" activity.
Coherence	The degree to which ideas are presented in a logical order.
Cohesion	The degree to which different words, sentences and paragraphs are linked and follow on from each other.
Comprehension	The construction of meaning from a spoken or written text. Comprehension depends upon the ability to decode words using phonics knowledge, the ability to recognize words by sight, knowledge of vocabulary, reading fluency, knowledge of the topic, grammatical knowledge, knowledge of the context, and other factors.
Comprehension Strategies See also text comprehension instruction	Comprehension strategies are tools used by readers to help them understand a text. Their use involves the activation of knowledge of the text's topic, vocabulary, grammar, syntax, purpose, medium, structure and so on. Comprehension strategies include predicting, sequencing, summarizing, skimming, scanning, re-reading and asking questions and using textual clues and other information to enhance understanding of what is being read.
Concept map	A web diagram in which cells (circles) containing questions or ideas are linked by arrows, which are usually labeled. The purpose of the diagram is to represent the relationship between concepts.
Consonant	1. Any speech sound characterized by constriction or closure at one or more points in the breath channel. 2. A letter or symbol that represents a consonant.
Consonant Cluster	A group or sequence of consonants that appear together in a word without a vowel between them. For example str and tch in stretch.
Consonant-Vowel-Consonant (CVC) word	A three letter word in which the letters follow the sequence consonant, then vowel, then consonant. For example cat, dog, sat, man, etc.
Content Standard	A statement of what students need to know and be able to do at the end of

their primary schooling.

In this curriculum, each content standard refers to one of forty-five skill elements relating to language arts. Each content standard has four components: (1) a number, (2) a short title, (3) a description of the skills covered and (4) learning outcomes that specify exactly which components of the skill need to be achieved at each particular grade level.

When writing their annual plans, teachers should ensure that all content standards are adequately covered at some point during the year. Most Content Standards will appear on the annual plan for several different months and some, marked as "ongoing development" on the scope and sequence chart will appear every month.

When writing lesson plans or weekly schemes, teachers need to focus on the learning outcomes.

Context

The situation surrounding the text, including the type of text, the means of communication, the purpose of the text, and the relationship between people interacting with it.

Context Clue

see also comprehension strategies

Information from the context (see above) that a reader can use to enhance comprehension.

Creole

see Kriol, below

Critical Comprehension

Understanding the information in a passage and relating it to one's own experiences and values.

Critical Thinking

- (1) The ability to solve real world problems
- (2) The ability to evaluate one's own thinking

Critical Literacy

- 1. The ability to use language for thinking and problem solving
- 2. The ability to connect a text to one's own reality

Cursive

Any system of writing in which the letters of a word are joined together.

Decoding Skills

see also word attack skills, phonics

The abilities needed to read and form words from written alphabet symbols, mainly phonics and sight word recognition.

Students may be able to decode words, that is read them aloud correctly, without comprehending their meaning or the meaning of the text. For this reason, decoding skills must be taught alongside other comprehension strategies.

Defining Vocabulary

A limited range of words used for the word definitions in learner's dictionaries

Developmental Approach to Literacy

An approach to teaching reading and writing based on the identification of four distinct phases of development.

Phase 1: Children read by looking for clues such as the colour or shape of the word. They may recognize common symbols, such as a STOP road sign. In this phase, children will scribble and may write some letter-like shapes.

Phase 2: Children read by focusing on individual letters, usually the first and last letters, especially if they are consonants, of a word. They begin writing words in a similar way, that is by writing one or two letters.

Phase 3: As phonics knowledge increases, children increasingly read and write words according to letter sounds, that is phonetically. In phases 2 and 3 inventive spelling is normal.

Phase 4: As children's knowledge of the alphabet code and of sight words becomes more sophisticated and extensive, their reading and writing approaches conventional norms. In this phase, most words are read automatically and most words are spelt correctly.

A developmental approach is consistent with this curriculum. Depending on their previous experiences, most students will enter school at phase 1 or phase 2. During Infant 1, most students will reach phase 3 and will continue at this stage through Infant 2. Some students will reach phase 4 in Standard 1, and development of this phase continues thereafter.

For students to move through the phases, they need lots of opportunities to read appropriate texts and lots of opportunities to engage in free, creative, writing. This implies that inventive spelling will feature strongly in Infant 1 and Infant 2 classes.

Handwriting also develops over time. Having students practice tracing letters for long periods of time is inconsistent with this approach. Instead, the letters of a student at phase 1 and the beginning of phase 2 may be barely recognizable. However, as the student progresses through phases 2 and 3, letter formation should become increasingly controlled and accurate.

Dialect

A variety of a language spoken by a particular cultural group or in a particular region. The vocabulary and grammar of a dialect, especially when written, is usually similar to the standard form of the language. However, speech patterns, especially pronunciation and prosody may be very different.

Creoles, such as Belize Kriol, are usually sufficiently distinct from standard forms to be considered separate languages.

Differentiation

See also [enrichment](#), [remediation](#)

Planning different instruction and/or setting different work for different students or groups of students according to their ability or other characteristics.

Digraph

Two letters that, written together, represent one sound. For example ch (in *chop*), th (in *thumb*), sh (in *sheep*), ee (in *feed*), ay in *bay*, and ai (in *bait*).

Drop Everything and Read

See sustained silent reading.

Echo reading

An activity where a skilled reader reads a text, one sentence at a time, as the learner tracks. The learner then echoes or imitates the skilled reader.

Enrichment Strategies

Activities and other techniques designed to improve the students' understanding beyond the base level of the lesson.

Etymology

The study of the origins of words

Evaluation

See *assessment*

Examinations

see also *assessment*

End of unit or end of term tests designed to evaluate whether the learning outcomes covered have been achieved. Examinations are usually standardized so that all students are tested in the same way. This enables direct comparison between students.

Great care must be taken when designing exams to ensure that they are a fair way of testing the work covered for the term. As far as possible, exams should also reflect the teaching strategies and learning activities used. Examinations must also test the achievement of curriculum learning

outcomes.

Expository Writing

Text that explains an event, concept, or idea using facts and examples.

Eye-voice span

The average number of words that the eye is ahead of the voice in reading.
Readers with poor eye-voice span are unlikely to read fluently or with appropriate intonation and stress.

Fast Phonics

A systematic, synthetic phonics programme developed by the Ministry of Education in Belize. In Fast Phonics, each phonemic sound is associated with a letter, an action, a story, a picture and a key word. Phonemes are divided into groups and taught in a specified order.

First Language

See also Kriol

The language a person learns first, at home, from their parents and caregivers. In Belize, it is rare for this first language to be standard English. The terms *first language*, *home language* and *native language* are usually used interchangeably: that is they are taken to mean just about the same thing.

Using a student's first language for instruction may be appropriate for middle division classes, especially when the student struggles to grasp information and concepts in English.

The National Language Policy also recognizes the important cultural and social role that languages other than English play in Belizean life. Schools can, and should, provide students with opportunities to use these other languages.

Fluency

The ability to read text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding.

Developing fluency is important because a student reading fluently is more likely to remember what is read and more likely to make connections with other knowledge and experience.

Fluency is different from accuracy. A student who reads words slowly with few mistakes is likely to be relying on phonics skills rather than recognizing words by sight. Reading fluency usually improves as sight word knowledge increases.

Form (Language Form)

see also function

The symbols of language and the way they are combined.

Studying word order, spelling, punctuation and traditional grammar involves the study of form. The accurate use of language form is seen as important because errors in word order, spelling, punctuation and so on can lead to, often unintended, changes in meaning.

Free Writing

see also Developmental Approaches to Literacy

Writing in which the students are authors: that is, the students write using their own original words.

All students, from Infant 1 up, need lots of opportunities to engage in free writing. As literacy skills develop, the length and complexity of a student's writing should increase.

Function (Language Function)

The purpose of a word in a sentence or of a complete text. A functional approach to language arts stresses the importance of how language is used to achieve a communicative purpose. The effectiveness of a piece of language use for getting something done is seen as more important than its accuracy in terms of spelling, grammar, and so on.

Functional Task

A learning activity based around the purposeful use of language.

In middle division teaching, games can be used to create functional tasks within the classroom because students can learn language as they play the game. Situational role-plays, for example, the classroom shop, can also

be used to create functional tasks.

Genre

A kind or type of text.

The term was traditionally applied to literature but is now applied to all spoken and written types of text. Within literature, there are three broad genres: poetry, prose and drama. However, these broad types can be subdivided into many classes of text, all of which can be called a genre, for example, comedy, tragedy, romance, science and history.

Grammar

The rules of a language, particularly those governing the way words relate to each other in sentences to make meaning.

Grammar-at-the-point-of-writing

A powerful instructional technique in which teachers intervene to discuss and correct grammar as the students write. This technique is opportunistic, in that teachers respond to whichever errors students make, and not just those that are the main focus of the lesson.

Grapheme

See also [alphabet code](#), [digraph](#), [phoneme](#).

The written representation of a phoneme (sound). In English, graphemes are often single letters, for example the letter 'd' represents the sound /d/ as in *duck*. However, some sounds are represented by more than one letter, for example when 'oa' represents the long /o/ sound, as in *boat*, or when 'sh' represents the first sound in *shop*.

Guided Reading

When students read aloud with feedback from another person (teacher, parent, sibling, peer, etc), including shared reading in groups.

Guided Questioning

Guided questioning is a group or individual activity where learners are asked questions about a text both before and after they read it. They must find the answers in the text by reading it independently and silently. The technique is also used with listening passages.

Guided Writing

A technique in which students' original writing occurs in a structured lesson. Often the teacher presents a mini-lesson outlining the writing task before the students write their own material. As some students write independently, the teacher holds a writing conference with a small group of others.

Home Language

See *First Language*

Homograph

One of two or more words that have the same spelling but which differ in meaning and possibly pronunciation. For example *lead* (to conduct) and *lead* (metal)

Homonym

One of two or more words that have the same sound and the same spelling but differ in meaning, such as *bank* (embankment), *bank* (place where money is kept) and *bank* (lean to one side)

Homophone

One of two or more words, such as *night* and *knight*, that are pronounced the same but differ in meaning, origin, and spelling.

Inference

A conclusion based on reasoning

Inferential comprehension

Sometimes called interpretative comprehension. The ability to understand what is implied by a text rather than what is directly stated.

Informal Assessment

See *Assessment*

Integrated Language Arts Teaching

Teaching in which listening, speaking, reading, writing and viewing skills are developed at the same time as the students study content-based written and

See also [integration \(curriculum\)](#), [writing process](#)

spoken texts, usually on a clearly identified theme. In an integrated approach, there is no artificial separation of spelling from writing, literature or grammar. For example, spelling is one aspect of writing that needs to be learnt alongside all the others. This approach differs from one in which various skills are taught separately and explicitly.

Independent original writing and the use of the writing process is an important part of integrated language arts teaching. Students write about a topic after they have talked and read about it. They then discuss their writing with the teacher and their peers and revise it.

In an integrated approach to language arts, all forms of creative expression, including drawing, computing, dance and drama, are important.

Central to planning integrated lessons are (1) the theme of the lesson (2) the relationship of that theme to the students' wider experiences and interests (3) the skills to be covered and (4) the links between the theme, the skills and the purpose of reading and writing activities.

This curriculum is designed for an integrated approach to language arts.

Integration (Curriculum)

See also [integrated language arts teaching](#)

A philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Rather than studying math or social studies in isolation, for example, a class might study a unit called The Sea, using math to calculate the depth and volume of the water, science knowledge to distinguish living and non-living things, social studies knowledge to understand why tourism is common in coastal communities and language arts skills to read and write about the topic.

Intonation

The pattern of pitch (highness and lowness of sound) in a spoken sentence.

Inventive Spelling

see also [developmental approach to literacy](#)

The non-conventional spelling of a word by a student in the early phases of literacy development. Phases in the use of inventive spelling are: (1) the use of scribbles and random letters to represent words; (2) the use of prominent letters, for example initial and final consonants, to represent words (HS=house); (3) strictly phonetic spelling of words (*conshuss* = *conscious*); and (4) the increasing use of conventional spelling, even for irregularly spelt words.

Allowing students to use inventive spelling is believed to encourage their creativity and deepen their understanding of the alphabet code. It also allows students to begin writing original sentences earlier than if conventional spelling is emphasized. For example, in the first term of Infant 1, students can be asked to add a caption to a picture using inventive spelling (as above). By the end of Infant 1, many students should be able to write a short sentence of using phonetic spelling.

Although inventive spelling should be allowed, this must be alongside a strong phonics programme and the teaching of common irregularly spelt "tricky words". As students progress from Infant 1 to Infant 2 and Standard 1, conventional spelling should be increasingly encouraged.

This curriculum allows inventive spelling.

Kriol

Kriol is the term used for the Creole language of Belize.

Kriol and English are two distinct languages. Although Kriol shares many vocabulary items with English, the grammatical structures of the two languages are very different. It is, therefore, not correct to refer to Kriol as broken English.

In Belize, many people use Kriol for the majority of their spoken interactions but prefer to use English when writing. This division between the spoken code and the written code is not unique to Belize but is a global phenomenon.

It is very important that students understand the difference between English and Kriol. They should be explicitly taught these differences through a process of contrasting items in the two languages.

In middle division, the same principles that apply to other first languages can also be applied to Kriol. However, in classrooms where Kriol is the dominant language, teachers should model English to the maximum extent, using Kriol only for special purposes. Teachers may decide to allow their students to use Kriol, especially in class discussions where expression and sharing opinions are important.

K-W-L Chart

A chart with three columns: K (what I already **know**), W (what I **w**ant to learn, and L (what I have **l**earned).

The first column is usually completed in response to questioning led by the teacher. The second column is often completed after students discuss the topic as a class or in small groups. This column sets goals for the lesson. After completing the reading or activity, students discuss what they have learned to fill in the final column.

K-W-L encourages students to apply higher-order thinking strategies as they construct meaning from what they read and monitor their progress toward their goals.

Language Arts

A school subject that focuses on listening, reading, writing, speaking, and viewing skills.

In Language Arts, all skills, and sub-skills such as phonics, grammar, spelling and vocabulary, are taught together. Separate lessons for these sub-skills are inappropriate.

Language Arts teaching is usually based around content themes.

Language Experience Approach

A method of teaching literacy in which the students' own words, usually dictated to the teacher, are used for the classes reading texts. Often four steps are used: discussion, oral dictation, reading, and re-reading. This is an excellent approach following a shared experience such as a field trip.

Learning Outcome

A statement describing a specific skill that the students are expected to attain in a given period.

This curriculum is based on the attainment of specified learning outcomes at each grade level. Planning, especially lesson planning should be based on learning outcomes.

The learning outcomes for one grade level are linked, sequentially and hierarchically, to the learning outcomes of other grade levels. Thus the learning outcomes for Infant 2 follow on, but are different from those for Infant 1. Similarly, the Standard 1 learning outcomes are a progression from those of Infant 2.

Lesson Objective

A lesson objective is a statement of the intended outcome of the lesson, that is, a description of what students will have achieved by the end of it.

Writing a good lesson objective involves asking six questions: (1) What are the overall goals of the current unit? (2) What knowledge and experience will

the students bring to the lesson? (3) What will the students do during the lesson? (4) How, for example under what conditions, will they perform the activities? (5) To what degree/extent will the activity be accomplished? (6) How will the learning/activity be evaluated?

Lesson objectives need to be specific and measurable. For example: "By the end of the lesson students will have written five sentences using a series of adjectives to describe a noun," is a better statement than, "By the end of the lesson students will have written five sentences." The first statement fully describes the intended activity whereas the second does not.

There are various, equally valid ways of writing lesson objectives. However, the following styles are commonly used:

A: *After performing activity "X" students will do "Y" to extent "Z"*

B: *By the end of the lesson, students will have achieved "X", "Y" and "Z".*

C: *By the end of the lesson students will be able to*

Lesson plans should contain one or more lesson objectives. These objectives should logically link to the students' previous knowledge and experiences, lesson procedures and assessment strategies.

In an integrated approach to language arts it is not necessary to write separate objectives for listening, viewing, reading, writing and speaking. Often, objectives are clearer when these aspects are combined. For example, "After reading and discussing the Three Little Pigs, students will place five events in the correct order."

Lesson Plan

See also, [annual plan](#), [unit plan](#), [lesson objective](#), [learning outcome](#), [differentiation](#), [enrichment](#), [mediation](#).

Lesson plans are guidelines for a lesson, written by the teacher, to structure learning for themselves and the students.

There is no standardized format for lesson plans. However, most lesson plans share common elements, including: *class*, for example Infant IIK; *time and date*; *number of students*; *length of the lesson*; *unit theme*; *lesson topic and sub-topic(s)*; *students' previous knowledge and experience*; *lesson objectives*; *materials* to be used; *texts* to be used; *references* to materials consulted; *lesson content*; *lesson procedures*, outlining the planned activities in sequence, usually with timing, and possibly including a hook and culminating activities; *assessment strategies*; *enrichment and remediation activities*; and *evaluation* of the lesson.

In language arts, the theme of the lesson focuses on content, whereas most of the other sections usually focus on skills. Lesson topics can be based broadly on the content standards of this curriculum and objectives can be based broadly on the learning outcomes.

A good lesson plan aligns: that is, there are clear, logical links, between the various sections. For example, there should be a clear link between the objectives and the students' previous knowledge and experience; the procedures should be a logical way of achieving the content; and the assessment strategies should allow the teacher to evaluate if the objectives have been achieved.

Literature-Based Approach

See text-based approach.

Literacy

Traditionally defined as the ability to read and write.

However, the ability to comprehend texts at a literal level is insufficient for effective functioning and communication and more recently multiple literacies have been identified. These include functional literacy,

computer literacy, visual literacy, media literacy, critical literacy, inferential literacy and creative literacy.

In order to prepare the student for modern life and in order to meet the requirements of this curriculum, all the above literacies need to be addressed.

Literacy Centre

A section of the classroom that has been set apart from the main classroom where students go individually or in small groups to carry out literacy activities. Literacy centres encourage independent learning and, when their use is integrated into regular lessons, they allow the teacher to work intensively with some students while others are engaged in centre activities. A good literacy centre encourages the meaningful and functional use of language.

Ideas for a middle division literacy centre include: reading books, games, personal journals, word searches, matching exercises, word and letter cards, unscramble the letters games, puppets, audio cassettes/cds of story books, puppets and toys, etc.

Many teachers build their literacy centres around a curriculum theme or a pretend location, for example, a shop, post office, police station, gas station, school, zoo, tourist site, or radio station.

Literacy Centre Folders

Each student can have a literacy centre folder in which they keep activities completed during their visit to the centre. A folder can also include forms on which the students can record and comment on these activities.

Literacy Rich Environment

A classroom that gives students the maximum opportunities to engage in both teacher directed and independent literacy activities through the provision of learning centres, reading books and by using effective classroom display. In a literacy rich classroom, for example, there will be many wall charts with ability-appropriate writing and pictures, including some words that the students may not yet be able to read.

Literal comprehensiong

Understanding the facts and surface details of what is written or said. Questions beginning who, what, when, and where usually test literal comprehension.

Main Idea

The chief topic of a text.

Miscue Analysis

An assessment technique in which the teacher listens to a student read aloud in order to record and analyse errors. For example, a teacher might observe that the student tends to guess words from the first letter or tends to misapply phonics rules. Once the errors have been diagnosed, corrective action could be undertaken.

Morning Circle

The daily gathering of the class as a group to discuss topics and share ideas, news and other items. Many teachers hold a morning circle at the same time every day.

Morpheme

The smallest, unit bearing unit of language. Root words, suffixes and prefixes are all morphemes.

Morphology

The system of the smallest units of meaning in a language, words and parts of words. For example, the word "uninterested" has three morphemes: *un*, changing the meaning from positive to negative, the root word, *interest* and *-ed* indicating the word is an adjective.

Motivation

A student's desire to engage in the lesson/learning process.

Some students are motivated by a desire to learn (intrinsic motivation), others respond to the prospect of rewards (extrinsic motivation).

Motivation is an important factor in learning to read and one of the most important roles of the language arts teacher is to make reading enjoyable for students. Some ways of increasing motivation are: provide reading material that is interesting to the students; have a regular programme of uninterrupted sustained silent reading; set up an attractive classroom library and/or reading corner; and enthusiastically model reading.

Native Language

See First Language

Objective

See Lesson Objective

Onset

The initial consonant sound or sounds of a syllable.

Opportune Moments

Much effective teaching can occur when a teacher responds to an event, statement, or error which provides an opportunity for teaching something not on the original lesson plan. Usually, these opportune moments lead to brief deviations in instruction before the teacher returns to the original plan.

Orthography

See also [alphabet code](#)

The writing system, including phonics and spelling, of a language. The orthography of English has been established over many generations by traditional usage. The orthography of some other languages, for example, Kriol has been developed more recently.

Phoneme

The smallest unit of sound in language. There are approximately 44 phonemes in standard English: 25 vowel sounds and 19 consonant sounds.

Phonemic Awareness

See also [phonological awareness](#)

The ability to distinguish between separate phonemes in speech. For example the ability to hear the sounds /c/ /a/ /t/ as separate sounds in the word cat. Good phonemic awareness aids the learning of phonics and other word decoding skills.

Phonetic

Relating to the relationship between sounds and symbols in language

Phonetic Spelling/Writing

Where words are written according to the usual sound-letter correspondences of the language.

Phonics

See also [alphabet code](#), [fast phonics](#), [phoneme](#), [grapheme](#)

A method of teaching reading and writing based on linking the phonemes (sounds) of a language to written symbols (usually letters). Students are taught to blend letters/sounds together to read words and to segment spoken words into individual sounds in order to write them.

Good phonics knowledge is essential if students are to learn to read and the use of a strong phonics programme is highly recommended. This curriculum assumes that phonics knowledge will be taught explicitly. The recommendation is that phonics teaching should occur for part of every language arts lesson throughout Infant 1 and regularly thereafter.

Systematic, synthetic phonics programmes have recently been recommended by a number of major studies in a variety of countries. These programmes involve the explicit teaching of letter-sound relationships, one at a time, in a specified, planned order. Fast Phonics, Jolly Phonics, and All Star Phonics are examples of systematic synthetic phonics programmes.

Note: In English, phonics is made difficult because: (1) there are approximately 44 phonemes but only 26 letters; (2) there are approximately 19 vowel phonemes but only 5 vowel letters; (3) letters are used in a variety of ways (*see alphabet code*) (4) many words are not spelt according to the

rules of phonics (*see tricky words*). Because of these “difficulties” it is essential that students are taught the whole of the alphabet code; thus phonics teaching should continue until all the common variations in spelling patterns, for example, different ways of writing the long vowel sounds, have been learnt. In this curriculum, the teaching of these variations begins in Infant II.

Phonology

The sound system of a language, ranging from the “basic sound” or phoneme level, to syllables and whole words. Pitch, stress and intonation patterns are also part of a language’s phonology.

Phonological Awareness

The ability to distinguish sounds in speech, including distinguishing between words, syllables, rhymes, onsets and rimes and phonemes.

Pragmatics

The use of language in different situations to achieve a speaker or writer’s purpose. For example, the use of polite forms in formal situations.

Print Rich Environment

See Literacy Rich Environment

Prosody

See also [phonology](#)

The patterns of stress and intonation in spoken language

Readability

How easy or difficult a text is to read.

Generally, a text is at the reading level of a student if he/she can read at least ninety percent of the words in it. However, the readability, or reading level of a text is also influenced by its total length, the average length of sentences, the structure of the sentences, the number of syllables in the words, the number of vocabulary words that are known/not known by the reader, the number of irregular spelling patterns, the familiarity of the reader with the topic, the lay-out of the text, including font, the use of pictures, the use of headings, the number of words per page and the structure of the text, including the logical sequencing of ideas and paragraphing.

In addition, the environment in which a text is read and the motivation of the reader affect its readability.

As students progress, the number of words per page, the range of vocabulary used and the complexity of the sentence structures should all increase. Pictures will tend to illustrate meaning in a general sense, rather than in the literal sense often found in books for beginner readers. While many words will be phonetically spelt, there will also be an increasing number of irregularly spelt ones.

“Read Aloud”

A teaching technique in which a text is read aloud to a group or whole class of students by the teacher.

Register

A variety of language typically used in a specific type of communicative setting. For example, the same person uses language in different ways depending on whether they are at home talking to their children, at school, at work, in church and so on. Additionally, many people in Belize switch between standard English, Kriol and/or another language according to the situation and according to whom they are speaking with.

It is important that students understand the differences between various registers and the appropriate circumstances for their use.

It is recommended that, except when using other languages for clear educational purposes, teachers should speak in standard English in the classroom (see Language Policy Statement, above).

Remediation

Intervention to resolve a learning difficulty on the part of one or more

see also differentiation

students. Teachers should plan regular remediation activities for their weaker students.

Reporting

Schools need to report back to parents and guardians on their child's progress in the skill areas outlined by the curriculum. It would be impractical and inappropriate to give a separate grade for each of the content standards so a way of summarizing this information needs to be found. However, report cards should reflect the progress the student has made in meeting the content standards, so an exclusive focus on spelling, punctuation and grammar would not be appropriate.

Rime

see also onset

The part of a syllable following the initial consonant cluster or the whole of a syllable that begins with a vowel sound. For example, in *shop* the onset is *sh* and the rime is *op*. In *egg*, the rime is *egg*.

Rhyme

A word that has the same ending sound as another. For example, *cold* and *bold*, *heat* and *sweet*.

Scope and Sequence Chart

In this curriculum, a table listing the content standards, when (sequence) and to what extent (scope) they should be taught.

Creating a scope and sequence chart is an essential step in annual planning.

Segmenting

Dividing a word into parts, for example into syllables or phonemes.

The development of an ability segment words into syllables, onsets and rimes and phonemes is an important step in the process of learning to read and write. Students who can identify the different sounds that make up a word are more likely to understand and successfully apply phonics knowledge.

Semantics

The meaning, and the study of the meaning, of language.

Sight Word

See also tricky word

Any word which is read automatically, that is, without sounding out or guessing. This includes both phonetically and unconventionally spelt words.

A word becomes a sight word when it has been read often enough for it to become fixed in a reader's memory.

Skill

Ability to do something

In this curriculum, the content standards and learning outcomes describe language skills and the overall goal is that students become proficient in their use.

Skill Area

In this curriculum there are five skill areas: listening, viewing, speaking, reading and writing.

Skill Element

In this curriculum, elements of the skills of listening, viewing, speaking, reading and writing are further subdivided into various elements, expressed as content standards and learning outcomes.

Spoken Text

A coherent stretch of speech on any topic. For example, announcements, radio advertisements, conversations, directions, discussions, instructions, jokes, slogans, speeches and stories.

Standard English

English that is written and spoken according to conventional rules and norms.

In written English, these conventional rules and norms are widely agreed

upon. They have become established and, with minor variations, are used by all writers of English everywhere. They are found in dictionaries, grammar books and style guides. Thus, when it comes to writing, it is appropriate to refer to correct spelling, grammar and punctuation.

However, all over the world, when speaking English, people pronounce words and use spoken grammatical structures in different ways. This means that there may be many different appropriate ways of pronouncing a word or conveying a message. None of these spoken language variations is inherently superior to any other and no one way of pronouncing a word can be deemed as being correct. In contrast, there can be incorrect ways of pronouncing a word, for example, when a child pronounces the word *think* as *fink*.

Similarly, although there are local and regional conventions for speaking English, this does not mean that "anything goes". Teachers need to help students distinguish between formal and informal structures, between appropriate and inappropriate structures and between standard English structures and those of Kriol.

The target language of this curriculum is standard English. This implies that teachers should model standard English in their speech and writing as far as possible: that is except when its use would hinder learning. In classrooms where most of the students are Kriol speakers, it is important that teachers do not erratically switch between standard English and Kriol.

Although, as is stated throughout this curriculum document, the use by the students of languages other than standard English may be both appropriate and beneficial, teachers should help students make the transition to using standard English.

See Language Policy page 3

Student-Centred Teaching/Learning

Activity-based teaching that is focused on the needs, interests, previous experiences and abilities of the students.

In student centred teaching, with guidance from the teacher, students perform activities that enable them to construct new knowledge or develop new skills and attitudes. Students are often given choices and have to contribute their own ideas to the learning process.

Student-centred teaching is often based around content themes that are relevant to the students' lives.

Sustained silent reading

Reading in an uninterrupted manner for a significant period of time.

In sustained silent reading programmes, also called *Drop Everything and Read*, students are given time to read a book silently for ten to fifteen minutes every day.

Successful sustained silent reading programmes have the following characteristics:

- (1) Students read for a short period, at the same time, every day.
- (2) Students select their own books according to interest and ability.
- (3) Students have access to a range of book genres, both fiction and non-fiction, on a variety of topics written at different levels of difficulty.
- (4) The programme continues for the whole school year.
- (5) Students are not forced to write book reports and answer questions on everything they read.
- (6) In response to encouragement from the teacher, students motivate themselves rather than respond to compulsion, the threat of consequences, the promise of material rewards or other

extrinsic motivators.

(7) The teacher models silent reading for the students, in other words, as the students read, the teacher also reads.

Syntax	The rules governing the organization of phrases, clauses and sentences.
Systematic Synthetic Phonics	<i>see phonics</i>
Syllable	A word or part of a word that contains a single, uninterrupted, vowel sound and associated consonants. The word <i>fingers</i> has two syllables (fing+ers); <i>church</i> is made up of a single syllable; <i>uninteresting</i> has five syllables (un+in+ter+est+ing) and video has three (vid+e+o)
Syllabication/ syllabification	The division of spoken or written words into syllables. The ability to identify the syllables of spoken words is one of the phonological awareness skills that help a student learn to read.
Target Language See also <u>Bilingual Education</u> .	The language that instruction is designed to develop. In Belize, for most purposes, the target language is standard English.
Text	A text is a unified piece of written or spoken words used to express meaning. A text can be of any length and any genre. Thus, books, letters, emails, poems, newspaper articles, invoices, advertisements, spoken and telephone conversations, and so on, are all texts. The study of texts involves study of the meaning that is being communicated, the medium of communication, and its context, especially the relationship between the people involved.
Text-Based Approach	A method of teaching language and literacy skills in which spoken and written texts are used as the main vehicle for teaching a wide range of language and literacy skills. Usually, activities relating to a text are divided into three categories: pre-reading activities, during reading activities, and post reading activities. Pre-reading activities activate students prior knowledge of the topic and provide them with information and strategies to understand the text more effectively. During reading activities enhance comprehension and focus the students' attention on key parts of the text. Post-reading activities direct students to think, talk and write about texts to demonstrate various levels of comprehension, creativity and critical thinking skills. They usually lead to extended, original written work, a presentation or a dramatic performance. Relevant content, especially when based on a teaching theme, can make texts more interesting and meaningful to students because they can relate their work to their own experiences. Students may also more easily understand how the skills of listening, viewing, reading, speaking and writing will help them in their own lives. A text can be used as a vehicle for teaching many language skills including reading and listening comprehension at a variety of levels, alphabet code knowledge, extended and creative writing, vocabulary and grammar rules. For example, texts can be effectively used to teach grammar, spelling and punctuation; when students identify a grammatical feature in a meaningful text they are much more likely to appreciate how and why it is used than if they encounter it in an isolated sentence. Furthermore, because well-constructed texts can provide students with a model of grammar-in-use

they are more likely to use the same grammatical features in their own writing.

The same text can be used for several consecutive lessons. Repeated reading of a text is likely to deepen students' comprehension and enhance their appreciation of its language use.

Teaching through texts makes planning thematic, integrated language arts lessons relatively easy because the same text, which may be based on a curriculum theme, can be used as a vehicle for teaching a wide range of language skills. Teachers can use a text from another subject area, such as social studies or science, during a language arts lesson. For example, a text about fruits can be used to illustrate how writers can use adjectives to make a passage more interesting.

Both the BJAT and PSE tests require students to demonstrate their comprehension of and ability to respond to texts. These responses can be evaluated for critical, inferential, and creative comprehension as well as for the ability to use language accurately.

Text Comprehension Instruction

see comprehension strategies, context clues

Explicitly teaching students strategies to improve their understanding of texts. Strategies include predicting, asking questions, using context clues, sounding out words and word attack skills.

Students can be taught to monitor their comprehension by asking: (1) What do I understand? (2) What do I not understand? and, (3) What can I do to understand this better?

Students can be taught to use web-diagrams to analyse their comprehension of a text.

Text comprehension instruction should occur consistently throughout the year.

Themes/Thematic Approach

see also student-centred teaching, annual plan, unit plan, text-based approach, whole-language approach

A content topic linking a unit or series of lessons.

This curriculum does not specify themes. Instead, teachers are encouraged to develop their own themes based on topics that will be of interest to their students. Language Arts themes can also be drawn from other subject areas and the textbooks. A teacher can choose as a theme any topic they like. Teachers may also ask students to suggest themes.

In the thematic approach, content themes are used to link the development of language skills to topics of interest to the students. Activities designed to help students achieve various reading, writing, listening, viewing and speaking learning outcomes are connected to the theme and the same theme is then used for a unit or for a series of lessons.

The use of a thematic approach is strongly recommended.

Timetable Allocation

The amount of time devoted to a subject in a particular week.

This curriculum does not mandate a minimum or maximum time for any subject. However, it is mandatory that timetables refer to **Language Arts** as an integrated subject. In other words, it is not appropriate for schools to timetable phonics, grammar, spelling, comprehension, creative writing and so on as separate subject areas.

Transitional Bilingual Education

See *Bilingual Education*

"Tricky" Word

see also sight word, word wall.

A word that is not phonetically spelt, that is, which does not follow the usual rules of the relationship between sounds and letters. For example, *eight*, *doubt*, and *yacht*.

Many of the most commonly used words in English are “tricky” words. For fluent reading, these words have to be learnt as sight words.

Uninterrupted Sustained Silent Reading

See *Sustained Silent Reading*

Unit Plan

See also annual plan, content standard, learning outcome, lesson plan, objectives, and theme.

The academic year should be divided into a number of units, each lasting a specified amount of time, for example, a calendar month or a number of weeks. It is usual for each unit to have a content theme, such as transport, family life, or insects. These themes can, but do not have to be, drawn from other subject areas.

The purpose of the unit plan is to structure several weeks of teaching in a coherent and logical way. A good unit plan: incorporates all the skill areas of listening, viewing, speaking, reading and writing; gives students a range of learning experiences in whole class, small group, and individual situations; and contains a range of assessment strategies.

A unit plan can contain the following elements: Class (e.g. Standard 1P); number of students; duration of unit (weeks); number of expected lessons, taking into account holidays, trips and other events; the content theme; the curriculum content standards to be covered, (divided into listening, viewing, speaking, reading and writing); broad goals or objectives, based on curriculum learning outcomes; teaching strategies; student learning activities; teaching materials, texts, including stories and other books that the students will be exposed to; assessment strategies; and references listing the materials consulted during the creation of the unit.

While there is no correct length or level of detail for a unit plan, it is not necessary to replicate the level of detail normally found in a lesson plan. A good unit plan can be written in three or four typed pages.

Usage

The way language is commonly used in practice. Especially in speech, common usage may often vary from the technically correct forms found in grammar books.

Visual Literacy

The ability to understand and interpret pictures, maps, diagrams, charts, photographs, logos, icons, works of art and other images.

Web-diagram

see also concept map

A chart with an idea in the centre, usually contained in a circle, from which arrows radiate to related ideas. Also called spider diagram.

Weekly Scheme

A plan outlining teaching for a week. Weekly schemes should have various components, for example, topic, sub-topic, previous knowledge and experience of the students, content (with examples), teaching strategies, learning activities, assessment and evaluation.

A weekly scheme should clearly show which activities are planned for which day. This is most easily done by having the days of the week as subheadings in each of the sections.

Whole Language Approach

A method of teaching students to read by emphasizing the meaning of writing rather than its form or mechanics. Students frequently read and respond to stories and other “real-life” texts. The explicit teaching of phonics and grammar in isolation from texts is relatively rare in this approach.

Although teachers may use the whole language approach, the underlying philosophy of this curriculum is that explicit skills-based instruction plays an important role in language and literacy development.

Word Attack Skills

See also context clues, decoding skills

Word attack skills are a range of abilities that allow a reader to interpret the meaning of a written word. Word attack skills include phonics; interpretation of capital letters, punctuation and the use of paragraphs; the use of

grammatical, morphological and etymological clues; comparison with similar, known words; and the use of other textual clues.

Word wall

A collection of target words, written in big writing, organized on a classroom wall, used to teach “tricky” words and vocabulary.

To be effective, a word wall must be featured regularly in teaching. It can be used to teach phonics and other spelling principles and can provide students with a reference for their own reading and writing.

Words should be added gradually and practiced regularly. Word wall activities can include discussion and games.

Writing Process

A series of steps designed to improve the creation of original writing. The steps can include: (1) identifying the topic, audience and purpose of the writing; (2) gathering information; (3) categorizing, organizing and reviewing information and ideas; (4) creating an outline or plan (5) writing a first draft (6) editing, revising, writing a final draft and presenting.

Although students are not expected to use all the steps of the writing process for every piece of work, they should become progressively skilled at applying the various steps and the process as a whole.

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Internet Sites

See relevant sections of the curriculum web.