

MIDDLE SCHOOL



MINISTRY OF EDUCATION
DEPARTMENT OF EDUCATION

Essential Curriculum

2008

Curriculum and Instructional Leadership
Performance Standards Summary

ENGLISH LANGUAGE ARTS

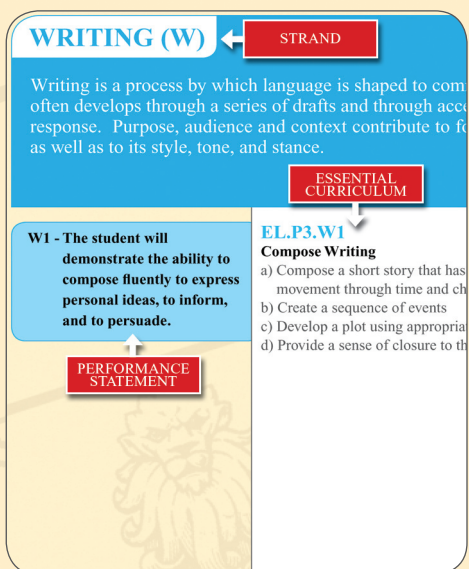


PERFORMANCE STANDARDS ARE LEARNING EXPECTATIONS

“THE ESSENTIAL CURRICULUM”

The mission of the Bermuda Public School System (BPSS) is *to be the first choice in education by providing rigorous and stimulating learning experiences in safe, responsive environments from which our students emerge confident and prepared to compete and contribute locally and globally.*

Performance Standards are statements of what students should know and be able to do and how they should demonstrate their knowledge and skills at the end of each year. Included within the Performance Standards document are **strands, performance statements** and **assessment indicators** for English language arts, mathematics, science and social studies. It is important to note that the assessment indicators listed in this booklet represents the “**Essential Curriculum.**” They are the critical guidelines for ongoing and island-wide curriculum based assessment. They are guideposts in the journey our students make from the time they enter our schools to the time they graduate *confident and prepared to compete and contribute locally and globally.*



Serving as guideposts, performance standards establish shared expectations for the:

- completion of each year of our school system,
- guidance in terms of how we may need to redirect our efforts during any given year of our school system
- direction in terms of what we should be able to expect of students entering each subsequent year of our school system.

As they serve as guideposts for teachers responsible for maximizing students' learning experiences, performance standards tell us not only the *ultimate* goals for each year level but also provide direction towards achievement of the goals *during* each year.

Bermuda Performance Standards will be used to:

- emphasize the concepts and processes all students should learn with understanding.
- provide explicit goals for student expectation at the end of each year.
- guide Bermuda Criterion Reference and classroom assessments

Bermuda Public School System Performance Standards

English Language Arts (EL)

Strategic Reading (R)

Comprehension of Informational Text (I)

Comprehension of Literary Text (L)

Language Usage (U)

Writing (W)

Speaking & Listening (S)

Processing Information and Mass Media (M)

M1 ENGLISH LANGUAGE ARTS (EL)

Introduction to Bermuda English Language Arts Performance Standards7

- What are English Arts Performance Standards?
- Why English Arts Performance Standards?

References

Strategic Reading (R)11

- R1 Word Analysis and Vocabulary
- R2 Meaning of Text/Reading Comprehension

Comprehension of Informational Text (I)12

- I1 Comprehension of Informational (Expository) Text
- I2 Comprehension of Procedural Text
- I3 Comprehension of Persuasive Text

Comprehension of Literary Text (L)13

- L1 Comprehension of Literary Text
- L2 Comprehension of Characteristics of Various Genres

Language Usage (U)14

- G1 Grammar and Conventions of Standard English Language

Writing (W)15

- W1 Compose Writing

Speaking & Listening (S)16

- S1 Effective Communications

Processing Information and Mass Media (M).....17

- M1 Information Retrieval and Technological Communication

M2 ENGLISH LANGUAGE ARTS (EL)

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- Why English Arts Performance Standards?

References

Strategic Reading (R)19

- R1 Word Analysis and Vocabulary
- R2 Meaning of Text/Reading Comprehension

Comprehension of Informational Text (I)20

- I1 Comprehension of Informational (Expository) Text
- I2 Comprehension of Procedural Text
- I3 Comprehension of Persuasive Text

Comprehension of Literary Text (L)21

- L1 Comprehension of Literary Text
- L2 Comprehension of Characteristics of Various Genres

Language Usage (U)22

- G1 Grammar and Conventions of Standard English Language

Writing (W)23

- W1 Compose Writing

Speaking & Listening (S)24

- S1 Effective Communications

Processing Information and Mass Media (M).....25

- M1 Information Retrieval and Technological Communication

M3 ENGLISH LANGUAGE ARTS (EL)

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- What are English Arts Performance Standards?
- Why English Arts Performance Standards?

References

Strategic Reading (R)27

- R1 Word Analysis and Vocabulary
- R2 Meaning of Text/Reading Comprehension

Comprehension of Informational Text (I)28

- I1 Comprehension of Informational (Expository) Text
- I2 Comprehension of Procedural Text
- I3 Comprehension of Persuasive Text

Comprehension of Literary Text (L)30

- L1 Comprehension of Literary Text
- L2 Comprehension of Characteristics of Various Genres

Language Usage (U)31

- G1 Grammar and Conventions of Standard English Language

Writing (W)32

- W1 Compose Writing

Speaking & Listening (S)33

- S1 Effective Communications

Processing Information and Mass Media (M).....34

- M1 Information Retrieval and Technological Communication



BERMUDA ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS (EL)

Teachers gradually raised the bar for student performance by analyzing the type of support their students needed to demonstrate the knowledge and skills in the standards and by creating learning experiences that slowly built a framework for success.

(Birdyshaw, Wixson and Yochum)

English Language Arts (EL) is a core discipline that embraces multifaceted domains of learning which are principally reading, writing, speaking and listening and processing information and mass media. English Language Arts also acknowledges that students will develop skills in both the mechanics of language, in the reading and appreciation of literature and will give consideration to how knowledge is presented. The goal is for students to communicate their understanding of these multifaceted domains of learning by demonstrating what they are able to do.

WHAT ARE ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS?

The *Bermuda Performance Standards for English Language Arts* indicate benchmarks that students are expected to reach at the end of each level of their development in English Language Arts. These standards have been adapted from international standards set by the boards of education across the United States and the United Kingdom. A wealth of experience and expertise from a team of educational specialists has been the backdrop infused into the development of the *Bermuda Performance Standards*.

The *Bermuda Performance Standards* are aligned with current research practices and provide a comprehensive guide to appropriately assess the quality and level of student work and teacher performance. The same rigor of coverage evident in the international standards is evident in the *Bermuda Performance Standards for English Language Arts*.

WHY ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS?

Performance Standards are expected to drive graded level assessment for every student, every year, at every level. Whereas the curriculum indicates what students should know and be able to do at the end of each year level, performance standards are guideposts embedded in the curricula that indicate to teachers what students should be able to do at the end of a specific time frame of a learning phase.

Performance Standards are not aimed to address every aspect of curriculum, but rather they are designed to be guideposts for teachers to assess both what the student is able to do at various stages and how the student moves toward the achievement of each performance standard. Thus, *Performance Standards* are learning expectations that guide instruction.

Reading is the first strand addressed in this document. **Reading** is a skill that is demanded in the global society. It is therefore critical that students become proficient readers to not only become literate, but also to meet increasing societal demands. Research has shown that students who read become better readers by **reading**. Thus, it is important to provide students with multiple opportunities for literacy development. Students will experience literacy growth by exposure to a variety of quality texts.

Writing is the second strand of learning. Students write to inform, to clarify, to persuade and to express personal ideas. Through writing students cultivate an appreciation for the elements of language (tone, style, word choice and conventions of language) as they experience English Language Arts.

Speaking and listening strand serve as a framework to strengthen proficiency in English Language Arts. Oral language is a foundation on which other literacy skills are built. Students gain proficiency by participating in one-on-one and group conferencing. They also strengthen **speaking and listening** skills by delivering singular and group presentations and by participating in the evaluative process. Students who speak well and listen well hold a distinct advantage in school and social situations and are prepared to meet the challenges of society.

Processing Information and Mass Media is the fourth strand. By demonstrating an awareness of the presence of media in daily lives of most people, students must make informed judgments about **television, radio, internet, film productions and other technological advances**. It is important that they judge the extent to which the media are a source of entertainment and information.

These standards are for use in a diverse culture with a range of different settings. They are intended to focus on what is important and necessary for students to know, do and understand. Students will demonstrate competence in the following broad strands for English Language Arts:

STRATEGIC READING (R)

Reading is a process that includes interpretation of text. Strategic readers make meaning of text when they read, and extend their thinking by evaluating and making critical, thoughtful judgements.

- R1** Word Analysis and Vocabulary - Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.
- R2** Meaning of Text/Reading Comprehension - Students will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

COMPREHENSION OF INFORMATIONAL TEXT (I)

Informational text is text that informs, explains, describes, presents information or persuades. Readers of informational text decode information from a wide range of genres for understanding.

- I1** Comprehension of Informational Text - Students will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.
- I2** Comprehension of Procedural Text - Students will demonstrate the ability to read, understand, and use documentary and procedural text.
- I3** Comprehension of Persuasive Text - Student will demonstrate the ability to read, comprehend, interpret, analyze and use persuasive text.

COMPREHENSION OF LITERARY TEXT (L)

Literary text offers insight about the human experience and encourages students to examine genres, authors and conventions of literature.

- L1** Comprehension of Literary Text - Students will consider the contributions of literary elements and devices when constructing meaning of text.
- L2** Comprehension of Characteristics of various genres - Students will identify and analyze the characteristics of various genres as forms with distinct characteristics

LANGUAGE USAGE (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement.)

- U1** Grammar and Conventions of Standard English Language - Students will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

WRITING (W)

Writing is the process of controlling language to communicate thoughts, ideas and concepts effectively. The writing process is developed well by giving consideration to purpose, audience, content, form, word choice and voice; by producing a series of drafts; and by receiving informed feedback.

- W1** Compose Writing - Students will demonstrate the ability to compose fluently to express personal ideas, to inform and to persuade.

SPEAKING AND LISTENING (S)

Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

PROCESSING INFORMATION AND MASS MEDIA (M)

As students demonstrate awareness of the presence of media in their lives, they are encouraged to evaluate the role of the media, judge the extent to which the media is entertaining as well as informative and define the role of advertising as part of media presentation.

Although there are seven major strands in English Language Arts, indicators from five strands will be formally tested in the Bermuda Assessment Programme. However, it is the expectation that Speaking and Listening (S), Processing Information and Mass Media (M) will be taught and assessed in the classroom by the teacher during the course of the entire year.

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Strategic Reading (R)

Reading is a process which includes demonstrating comprehension and showing evidence of interpretation of the text. Strategic readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the text. When strategic readers comprehend and interpret text, they apply prior knowledge and skills to perform tasks, revise text and to answer questions.

R1 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.M1.R1

Word Analysis and Vocabulary

- a) Know meanings of word parts (prefixes, suffixes, roots)
- b) Use double meanings and multiple meanings of words
- c) Recognize high frequency words as they relate to other words; synonyms, antonyms, homonyms
- d) Interpret the impact of author's decisions regarding word choice, words in context
- e) Demonstrate understanding of the meaning of new words encountered in independent reading, compound words
- f) Apply knowledge of sentence structure and context.
- g) Locate information in reference sources

R2 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.M1.R2

Meaning of Text/Reading Comprehension

- (h) Identify important facts/details
- (i) Draw texts together to compare and contrast themes, characters, and ideas.
- (j) Make perceptive and well-developed connections
- (k) Identify main idea conveyed in text
- (l) Support assertions with elaborated and convincing evidence
- (m) Summarize and synthesize significant ideas in a text
- (n) Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings and themes
- (o) Determine sequence/cause and effect
- (p) Extend ideas
- (q) Use organizational structure to contribute to understanding of text

Comprehension of Informational Text (I)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

I1 - The student will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.

EL.M1.I1

Expository

- Use structure to retrieve information
- Compare observations of author to their own observations
- Identify author's purpose and stance
- Distinguish fact from opinion
- Restate or summarize information
- Make connection between print and non-print text (e.g., article and photograph or illustration)
- Make connections to self, world and text
- Make and support assertions about text
- Read and make connections to expository text about Bermudian culture/life
- Identify important facts and details in informational text.

I2 - The student will demonstrate the ability to read, understand, and use documentary and procedural text.

EL.M1.I2

Documents and Procedural

- Identify the context of the document
- Follow instructions and directions
- Identify author's purpose and stance
- Identify sequence of activities needed to carry out a procedure
- Locate specific information
- Interpret details from the text
- Analyze clarity of text features and content
- Examine and make use of the appeal of a document to audiences (friendly or hostile)

Suggested texts:

- Graphs
- Diagrams
- Brochures
- Schedules
- Informational pamphlets (e.g., health-related information)
- Application forms
- Newspaper articles

I3 - The student will demonstrate the ability to read, comprehend, interpret, analyze, and use persuasive text.

EL.M1.I3

Persuasive

- Determine an author's purpose, position (i.e., what is the author arguing)
- Provide supporting evidence from the text
- Describe the facts and evidence used to support an argument
- Identify the author's persuasive techniques

Suggested texts:

- Advertisements
- Editorials
- Feature articles
- On-line materials
- Speeches
- Book reviews
- Critiques

Comprehension of Literary Text (L)

Readers who read regularly tend to read what interests them. Reading literary text encourages all students to do what good readers do and pursue themes, authors and genres that are of interest to them. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.

L1 - The student will consider the contributions of literary elements and devices when constructing meaning of a text.

EL.M1.L1

Literary Elements and Devices

- a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting
- b) Identify the basic motivation of a character
- c) Identify stereotypical characters as opposed to fully developed characters
- d) Recognize theme(s) in a literary text
- e) Identify elements of a literary work that contribute to its style
- f) Identify the effect of literary devices, (e.g. figurative language, allusion, diction, dialogue and description)
- g) Identify the author's purpose
- h) Identify and explain the effect of author's word choice in literary text

L2 - The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

EL.M1.L2

Characteristics of Various Genres

- a) Identify the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work
- b) Identify the characteristics of literary nonfiction, (point of view, memoir, essay) and how they contribute to the text
- c) Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem
- d) Identify elements of drama (e.g., dialogue, scenes, acts) and how they contribute to the play
- e) Read and make connections to literary texts about Bermudian culture/ life

Language Usage (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement).

U1 - The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language

EL.M1.U1

Grammar and Conventions of Standard English Language

- a) Differentiate grammatically complete sentences from non-sentences. (fragment, run-ons)
- b) Vary sentence types to sustain reader interest (simple, compound, etc.)
- c) Develop compound and complex sentences
- d) Use appropriate tenses including past, present, future and perfect tense
- e) Use adverb and adjective forms
- f) Use noun and verb forms
- g) Recognize special usage problems such as double negatives and incorrectly used homonyms
- h) Use subject-verb agreement
- i) Use agreement between pronoun and antecedent
- j) Capitalize proper nouns, regions of a country, titles of people, books, paintings, films and ships, first word in quotations
- k) Use commas to separate main elements of a sentence from each other, separate items in a series, setting off dialogue or quotations
- l) Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs)
- m) Use apostrophe with contraction and for possession
- n) Use correct spelling

WRITING (W)

Writing is a process by which language is shaped to communicate effectively. Writing often develops through a series of drafts and through access to informed feedback and response. Purpose, audience and context contribute to form and substance of writing as well as to its style, tone, and stance.

W1 - The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

EL.M1.W1

Compose Writing

- a) Compose a memoir that includes character(s), setting, plot, and movement through time and change
- b) Create a sequence of events
- c) Develop a plot using appropriate strategies (e.g., elaboration of details, emotions of characters)
- d) Create organizational structure appropriate to a memoir
- e) Include reflective comments as development
- f) Provide a sense of closure to the memoir
- g) Demonstrate attention to audience understanding and interest

SPEAKING AND LISTENING (S)

Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

S1 - Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.

EL.M1.S1

Effective Communications

- a) Initiate new topics in addition to responding to adult initiated topics
- b) Ask relevant questions
- c) Respond to questions with appropriate elaboration
- d) Use language cues to indicate different levels of certainty or hypothesizing
- e) Confirm understanding by paraphrasing the adult's directions or suggestions
- f) Formulate and respond to relevant questions in one-on-one and group settings
- g) Express concerns clearly and respectfully
- h) Demonstrate organization of ideas in response to an idea or topic
- i) Take into account various viewpoints
- j) Participate effectively by making contributions to groups
- k) Enunciate clearly to be heard and understood
- l) Use effective verbal and non-verbal strategies
- m) Explore use of pitch, vocal variety, tone and pacing
- n) Speak fluently and appropriately, adapting talk to a range of purposes and audiences
- o) Use visual aids to enhance presentations
- p) Make accurate determinations about speaker's message
- q) Formulate and provide effective feedback
- r) Respond to seek clarification
- s) Solicit and provide feedback
- t) Orient the listener to the setting with the precise choice of detail.
- u) Restate others' ideas with greater clarity when non-comprehension is indicated
- v) Monitor his/her own understanding of the spoken message and seeks clarification
- w) Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PROCESSING INFORMATION AND MASS MEDIA (M)

Processing information and mass media is a vehicle that our students can use to become critical thinkers about the world around them. The omnipresence of media has forced our students to be enveloped, therefore they must be selective and focused on that which will enhance their learning.

M1 - The student will demonstrate the ability to analyse, synthesize and interpret information presented to them through mass media and process this information to enhance their learning.

EL.M1.M1

Information Retrieval and Technological Communication

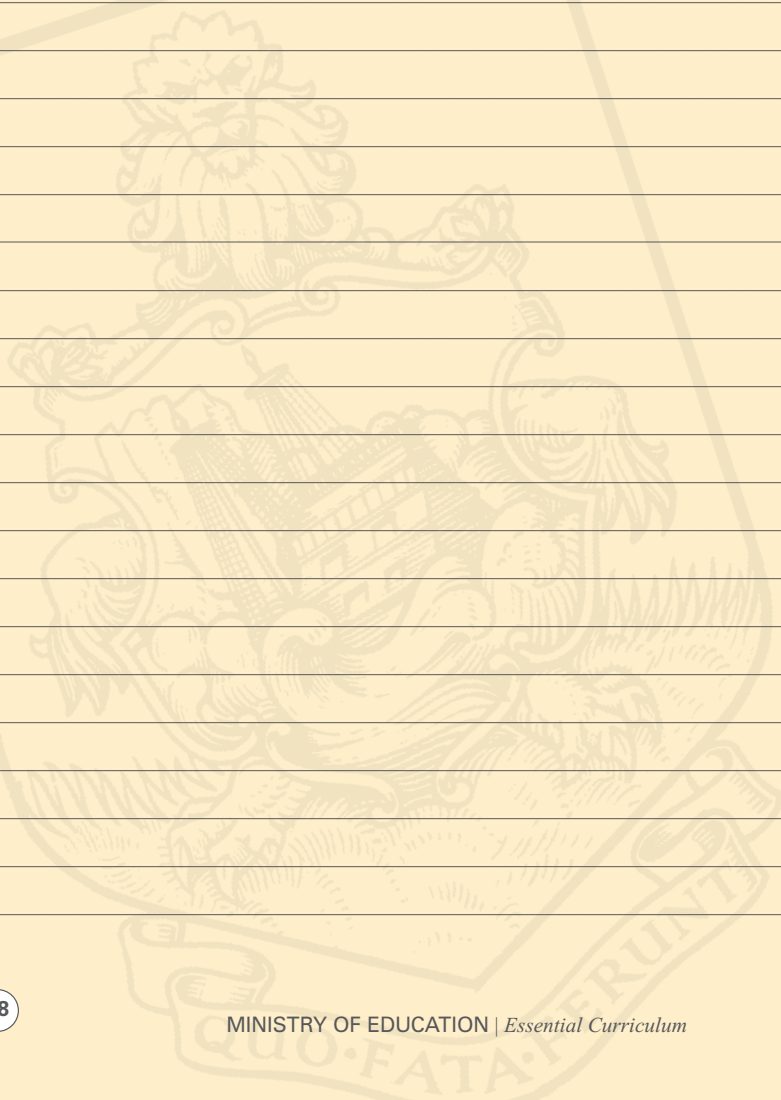
- a) Make informed judgments about television, radio, and film productions:
- b) Select topics
- c) Locate sources
- d) Make effective use of strategies to construct meaning of text
- e) Collect data, facts, ideas
- f) Discover relationships and generalizations
- g) Develop a clearly stated thesis and focus
- h) Use a variety of technological and text sources
- i) Develops logic progression of ideas and argumentation
- j) Present findings
- k) Formulate a references list
- l) Use visuals to assist presentation of text
- m) Demonstrate an awareness of the presence of the media in the daily lives of most people
- n) Evaluate the role of the media in focusing attention and in forming an opinion
- o) Judge the extent to which media provides a source of entertainment as well as a source of information
- p) Define the role of advertising as part of media presentation

Suggested Activities:

- Present a paper or report on reasons for selecting one media choice over another
- Prepare a report on the benefits obtained from media exposure
- Maintain a week's log to document personal viewing habits and analyze the information collected in the log.
- Summarize patterns of media exposure in writing or in an oral report
- View two or more different media responses to a single topic and response
- Analyze the appeal of particularly memorable commercials

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PLANNING NOTES



Strategic Reading (R)

Reading is a process which includes demonstrating comprehension and showing evidence of interpretation of the text. Strategic readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the text. When strategic readers comprehend and interpret text, they apply prior knowledge and skills to perform tasks, revise text and to answer questions.

R1 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.M2.R1

Word Analysis and Vocabulary

- a) Know meanings of word parts (prefixes, suffixes, roots)
- b) Use double meanings and multiple meanings of words
- c) Recognize high frequency words as they relate to other words; synonyms, antonyms, homonyms
- d) Interpret the impact of author's decisions regarding word choice, words in context
- e) Demonstrate understanding of the meaning of new words encountered in independent reading, compound words
- f) Apply knowledge of sentence structure and context.
- g) Locate information in reference sources

R2 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.M2.R2

Meaning of Text/Reading Comprehension

- h) Identify important facts/details
- i) Draw texts together to compare and contrast themes, characters, and ideas
- j) Make perceptive and well-developed connections
- k) Identify main idea conveyed in text
- l) Support assertions with elaborated and convincing evidence
- m) Summarize and synthesize significant ideas in a text
- n) Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings and themes.
- o) Determine sequence/cause and effect
- p) Extend ideas
- q) Use organizational structure to contribute to understanding of text

Comprehension of Informational Text (I)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

I1 - The student will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.

EL.M2.I1

Expository

- Use structure to retrieve information
- Compare observations of author to their own observations
- Identify author's purpose and stance
- Distinguish fact from opinion
- Restate or summarize information
- Make connection between print and non-print text (e.g., article and photograph or illustration)
- Make connections to self, world and text
- Make and support assertions about text
- Read and make connections to expository text about Bermudian culture/life
- Identify important facts and details in informational text.

I2 - The student will demonstrate the ability to read, understand, and use documentary and procedural text.

EL.M2.I2

Documents and Procedural

- Identify the context of the document
- Follow instructions and directions
- Identify author's purpose and stance
- Identify sequence of activities needed to carry out a procedure
- Locate specific information
- Interpret details from the text
- Analyze clarity of text features and content
- Examine and make use of the appeal of a document to audiences

Suggested texts:

- Graphs
- Diagrams
- Brochures
- Schedules
- Informational pamphlets (e.g., health-related information)
- Application forms
- Flyers, posters, advertisements
- Newspaper articles

I3 - The student will demonstrate the ability to read, comprehend, interpret, analyze, and use persuasive text.

EL.M2.I3

Persuasive

- Determine an author's purpose position (i.e., what is the author arguing)
- Provide supporting evidence from the text
- Describe the facts and evidence used to support an argument
- Identify the author's persuasive techniques
- Distinguish a stereotype from a generalization

Suggested texts:

- Advertisements
- editorials
- Feature articles
- On-line materials
- Speeches
- Positional papers
- Book reviews
- Critiques

Comprehension of Literary Text (L)

Readers who read regularly tend to read what interests them. Reading literary text encourages all students to do what good readers do and pursue themes, authors and genres that are of interest to them. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.

L1 - The student will consider the contributions of literary elements and devices when constructing meaning of a text.

EL.M2.L1

Literary Elements and Devices

- a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting
- b) Identify the basic motivation of a character
- c) Identify stereotypical characters as opposed to fully developed characters
- d) Identify recurring themes across works
- e) Identify or explain connections between and among themes of two or more texts
- f) Identify elements of a literary work that contribute to its style
- g) Identify the effect of literary devices, (e.g., figurative language, allusion, diction, dialogue and description)
- h) Interpret the impact of author's decisions regarding word choice, content, and literary elements

L2 - The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

EL.M2.L2

Characteristics of Various Genres

- a) Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work
- b) Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text
- c) Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem
- d) Identify elements of drama (e.g., dialogue, scenes, acts) and how they contribute to the play
- e) Read and make connections to literary texts about Bermudian culture/ life

Language Usage (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement).

U1 - The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language

EL.M2.U1

Grammar and Conventions of Standard English Language

- a) Determine the grammatical classification of words by using meaning, position, form, and function (subjects, objects, predicates, modifiers, conjunctions)
- b) Differentiate grammatically complete sentences from non-sentences. (fragment, run-ons)
- c) Vary sentence types to sustain reader interest simple, compound, etc.]
- d) Develop compound and complex sentences
- e) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas
- f) Use appropriate tenses including past, present, future and perfect tense
- g) Use adverb and adjective forms
- h) Use noun and verb forms
- i) Recognize special usage problems such as double negatives, incorrectly used homonyms
- j) Use subject-verb agreement
- k) Use agreement between pronoun and antecedent
- l) Capitalize proper nouns, regions of a country, titles of people, books, paintings and films and ships
- m) Capitalize word in quotations
- n) Use correct spelling

WRITING (W)

Writing is a process by which language is shaped to communicate effectively. Writing often develops through a series of drafts and through access to informed feedback and response. Purpose, audience and context contribute to form and substance of writing as well as to its style, tone, and stance.

W1 - The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

EL.M2.W1

Compose Writing

- a) Compose to inform or explain
- b) Develop a controlling idea that conveys a perspective on the selected topic
- c) Create an organizational structure appropriate to purpose, audience, and context
- d) Include appropriate facts and details
- e) Use a range of appropriate strategies (e.g., anecdotes, definitions, descriptions, comparisons, explanation of benefits or limitations appropriate to the topic) to develop topic
- f) Demonstrate attention to audience understanding and interest
- g) Provide a sense of closure

SPEAKING AND LISTENING (S)

Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

S1 - Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.

EL.M2.S1

Effective Communications

- a) Elaborate fluently with appropriate, substantive information
- b) Speak fluently within different contexts using substantive information
- c) Initiate new topics in addition to responding to adult-initiated and student-initiated topics
- d) Express views taking into account the views of others
- e) Ask and answer relevant questions
- f) Speak clearly using vocal variety and appropriate gestures to communicate ideas
- g) Confirm understanding by responding to directives and prompts
- h) Actively solicit responses from other group members
- i) Respond appropriately to comments and questions by students, teachers and discussion leaders
- j) Provide clear reasons in support of opinions expressed
- k) Clarify, illustrate or expand on a response
- l) Express concerns clearly and respectfully
- m) Use notes effectively to structure presentations
- n) Enunciate clearly to be heard and understood
- o) Focus attention on speaker's message
- p) Monitor speaker's message for clarity, accuracy and understanding
- q) Use effective verbal and non-verbal strategies
- r) Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
- s) Demonstrate effective communication skills while interviewing, reporting, requesting, and providing information
- t) Analyze purpose for argumentation and themes of speaker's message
- u) Recognize ambiguities, vagueness, inaccuracies in speaker's speech
- v) Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PROCESSING INFORMATION AND MASS MEDIA (M)

Processing information and mass media is a vehicle that our students can use to become critical thinkers about the world around them. The omnipresence of media has forced our students to be enveloped, therefore they must be selective and focused on that which will enhance their learning.

M1 - The student will demonstrate the ability to analyse, synthesize and interpret information presented to them through mass media and process this information to enhance their learning.

EL.M2.M1

Information Retrieval and Technological Communication

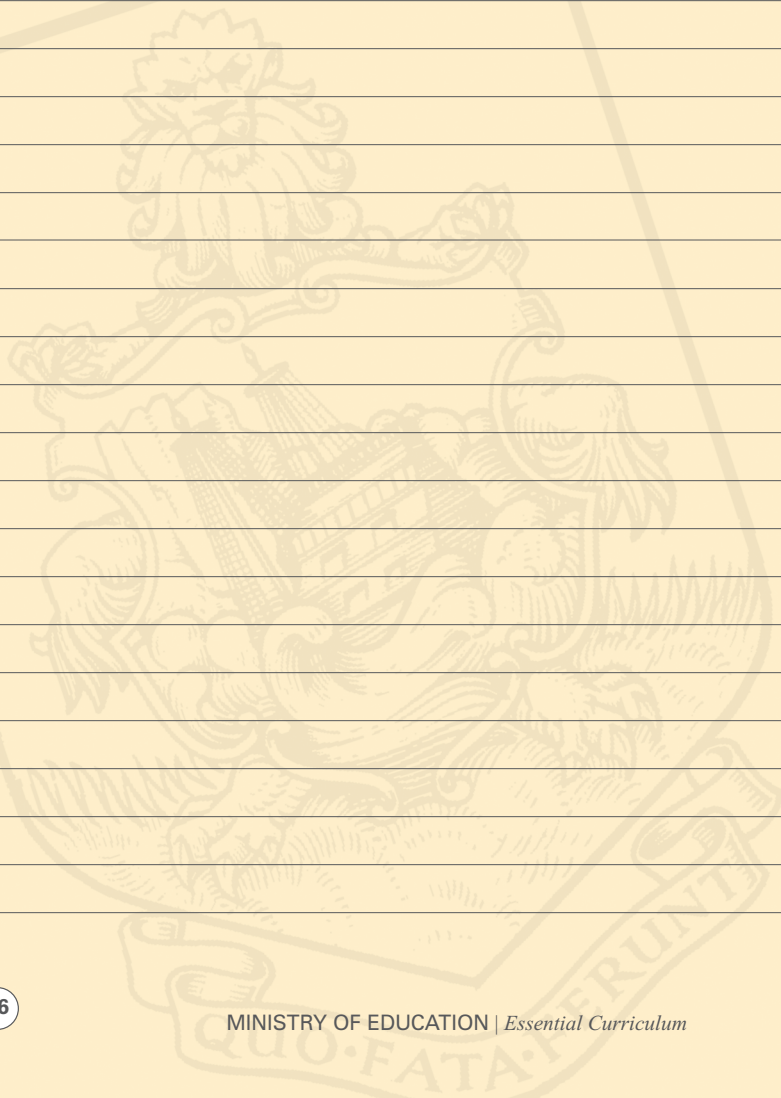
- a) Make informed judgments about television, radio, and film productions:
- b) Select topics
- c) Locate sources
- d) Make effective use of strategies to construct meaning of text
- e) Collect data, facts, ideas
- f) Discover relationships and generalizations
- g) Develop a clearly stated thesis and focus
- h) Use a variety of technological and text sources
- i) Develops logic progression of ideas and argumentation
- j) Present findings
- k) Formulate a references list
- l) Use visuals to assist presentation of text
- m) Demonstrate an awareness of the presence of the media in the daily lives of most people
- n) Evaluate the role of the media in focusing attention and in forming an opinion
- o) Judge the extent to which media provides a source of entertainment as well as a source of information
- p) Define the role of advertising as part of media presentation

Suggested Activities:

- Present a paper or report on reasons for selecting one media choice over another
- Prepare a report on the benefits obtained from media exposure
- Maintain a week's log to document personal viewing habits and analyze the information collected in the log.
- Summarize patterns of media exposure in writing or in an oral report
- View two or more different media responses to a single topic and response
- Analyze the appeal of particularly memorable commercials

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PLANNING NOTES



Strategic Reading (R)

Reading is a process which includes demonstrating comprehension and showing evidence of interpretation of the text. Strategic readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the text. When strategic readers comprehend and interpret text, they apply prior knowledge and skills to perform tasks, revise text and to answer questions.

R1 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.M3.R1

Word Analysis and Vocabulary

- a) Know meanings of word parts (prefixes, suffixes, roots)
- b) Use double meanings and multiple meanings of words
- c) Recognize high frequency words as they relate to other words; synonyms, antonyms, homonyms
- d) Interpret the impact of author's decisions regarding word choice and words in context
- e) Demonstrate understanding of the meaning of new words encountered in independent reading, compound words.
- f) Apply knowledge of sentence structure and context.
- g) Locate information in reference sources.

R2 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.M3.R2

Meaning of Text/Reading Comprehension

- h) Identify important facts/details
- i) Draw texts together to compare and contrast themes, characters, and ideas
- j) Make perceptive and well-developed connections
- k) Identify main idea conveyed in text
- l) Support assertions with elaborated and convincing evidence
- m) Summarize and synthesize significant ideas in a text.
- n) Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings and themes.
- o) Determine sequence/cause and effect
- p) Extend ideas
- q) Use organizational structure to contribute to understanding of text

Comprehension of Informational Text (I)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

I1 - The student will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.

EL.M3.I1

Expository

- Use structure to retrieve information
- Compare observations of author to their own observations
- Identify author's purpose and stance
- Distinguish fact from opinion
- Restate or summarize information
- Make connection between print and non-print text (e.g., article and photograph or illustration)
- Make connections to self, world and text
- Make and support assertions about text with elaborated and convincing evidence
- Read and make connections to expository text about Bermudian culture/life
- Identify important facts and details in informational text.

I2 - The student will demonstrate the ability to read, understand, and use documentary and procedural text.

EL.M3.I2

Documents and Procedural

- Identify the context of the document.
- Follow instructions and directions
- Identify author's purpose and stance.
- Identify sequence of activities needed to carry out a procedure
- Locate specific information
- Interpret details from the text
- Analyze clarity of text features and content
- Examine and make use of the appeal of a document to audiences
- Evaluate adequacy of details and facts to achieve a specific purpose

Suggested texts:

- Graphs
- Diagrams
- Brochures
- Schedules
- Informational pamphlets (e.g., health-related information)
- Application forms
- Flyers, posters, advertisements

Comprehension of Informational Text (I) (continued)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

I3 - The student will demonstrate the ability to read, comprehend, interpret, analyze, and use persuasive text.

EL.M3.I3

Persuasive

- Determine an author's purpose position (i.e., what is the author arguing)
- Provide supporting evidence from the text
- Describe the facts and evidence used to support an argument
- Identify the author's persuasive techniques
- Distinguish a stereotype from a generalization
- Critique the author's position and persuasive techniques

Suggested texts:

- Advertisements
- Editorials
- Feature articles
- On-line materials
- Speeches
- Positional papers
- Book reviews
- Critiques

Comprehension of Literary Text (L)

Readers who read regularly tend to read what interests them. Reading literary text encourages all students to do what good readers do and pursue themes, authors and genres that are of interest to them. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.

L1 - The student will consider the contributions of literary elements and devices when constructing meaning of a text.

EL.M3.L1

Literary Elements and Devices

- a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting
- b) Analyze the reasons for characters' actions taking into account the situation and the basic motivation of the character
- c) Compare stereotypical characters to fully developed characters
- d) Identify recurring themes across works
- e) Identify or explain connections between and among themes of two or more texts
- f) Compare styles of two or more texts
- g) Identify the effect of literary devices, (e.g., figurative language, allusion, diction, dialogue and description)
- h) Interpret the impact of author's decisions regarding word choice, content, and literary elements

L2 - The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

EL.M3.L2

Characteristics of Various Genres

- a) Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work
- b) Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text
- c) Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem
- d) Identify and analyze how dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text
- e) Read and make connections to literary texts about Bermudian culture/ life

Language Usage (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement).

U1 - The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language

EL.M3.U1

Grammar and Conventions of Standard English Language

- a) Determine the function, classification, and usage of parts of speech
- b) Distinguish between complete and incomplete sentences
- c) Differentiate grammatically complete sentences from non-sentences (fragment, run-ons)
- d) Vary sentence type to sustain the reader
- e) Correct or modify run-on sentences
- f) Develop compound or complex sentences
- g) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas
- h) Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order
- i) Choose level of formal and informal language to achieve specific purpose
- j) Use appropriate vocabulary specific to the purpose
- k) Employ the conventions of punctuation to communicate meaning effectively (commas, quotations, apostrophe, semi-colons, colons)
- l) Demonstrate variety and precision in word choice
- m) Use correct spelling

WRITING (W)

Writing is a process by which language is shaped to communicate effectively. Writing often develops through a series of drafts and through access to informed feedback and response. Purpose, audience and context contribute to form and substance of writing as well as to its style, tone, and stance.

W1 - The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

EL.M3.W1

Compose Writing

- a) Compose to inform or explain
- b) Develop a controlling idea that conveys a perspective on the selected topic
- c) Create an organizational structure appropriate to purpose, audience, and context
- d) Include appropriate facts and details
- e) Exclude extraneous and inappropriate information.
- f) Use a range of appropriate strategies (e.g., anecdotes, definitions, descriptions, comparisons, explanation of benefits or limitations appropriate to the topic) to develop topic
- g) Demonstrate attention to audience understanding and interest
- h) Provide a sense of closure

SPEAKING AND LISTENING (S)

Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

S1 - Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.

EL.M3.S1

Effective Communications

- a) Express views taking into account the views of others
- b) Speak clearly using vocal variety and appropriate gestures to communicate ideas
- c) Enunciate clearly to be heard and understood
- d) Monitor speaker's message for clarity, accuracy and understanding
- e) Formulate and provide effective feedback
- f) Use effective verbal and non-verbal strategies
- g) Speak fluently and appropriately, adapting talk to a range of purposes and audiences
- h) Use visual aids to enhance presentations
- i) Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion
- j) Demonstrate effective communication skills while interviewing, reporting, requesting, and providing information
- k) Recognize ambiguities, vagueness, inaccuracies in speaker's speech
- l) Respond to seek clarification.
- m) Solicit and provide feedback.
- n) Orient the listener to the setting with the precise choice of detail.
- o) Restate others' ideas with greater clarity when non-comprehension is indicated.
- p) Monitor their own understanding of the spoken message and seeks clarification.
- q) Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
- r) Disagree with another person's argument and then generate and promote alternative solutions to reach agreement

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PROCESSING INFORMATION AND MASS MEDIA (M)

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M1 - The student will demonstrate the ability to analyse, synthesize and interpret information presented to them through mass media and process this information to enhance their learning.

EL.M3.M1

Information Retrieval and Technological Communication

- a) Make informed judgments about television, radio, and film productions:
- b) Select topics
- c) Locate sources
- d) Make effective use of strategies to construct meaning of text
- e) Collect data, facts, ideas
- f) Discover relationships and generalizations
- g) Develop a clearly stated thesis and focus
- h) Use a variety of technological and text sources
- i) Develops logic progression of ideas and argumentation
- j) Present findings
- k) Formulate a references list
- l) Use visuals to assist presentation of text
- m) Demonstrate an awareness of the presence of the media in the daily lives of most people
- n) Evaluate the role of the media in focusing attention and in forming an opinion
- o) Judge the extent to which media provides a source of entertainment as well as a source of information
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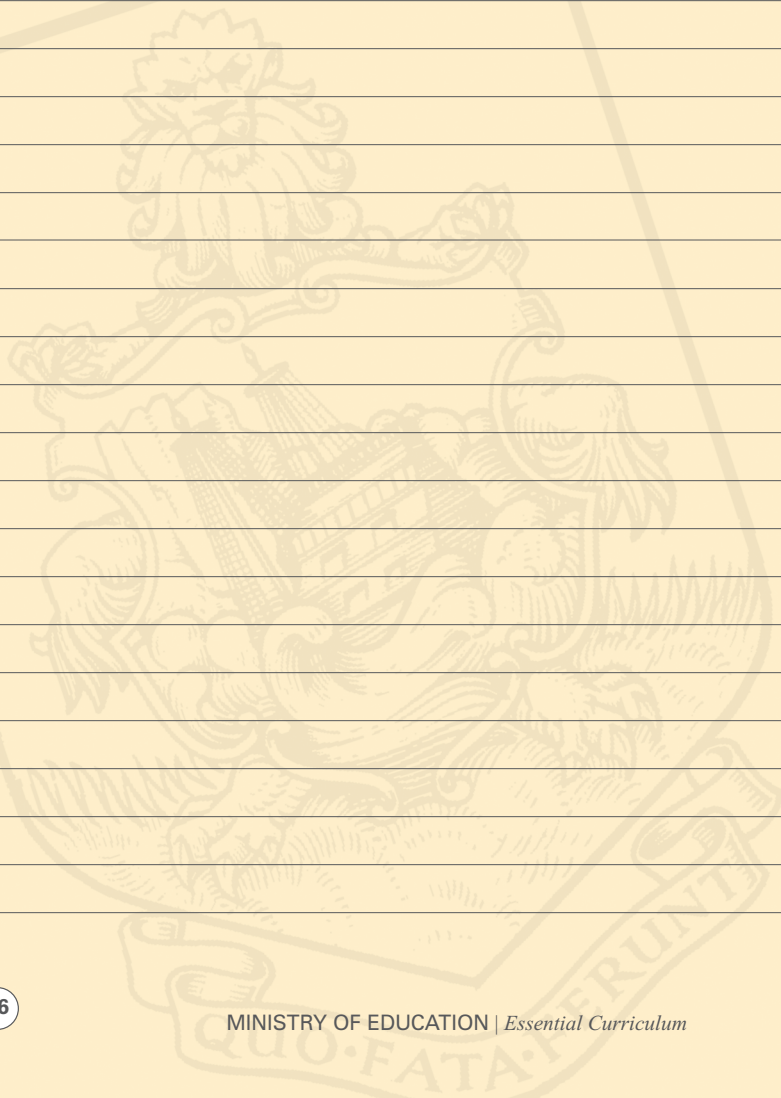
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A large, faint, light-colored watermark of the University of Toronto crest is visible in the background of the page. The crest features a shield with a building, a book, and a lion, surrounded by decorative elements and a banner.

PLANNING NOTES





MISSION STATEMENT

The mission of the Bermuda Public School System is to be the 1st choice in education by providing rigorous and stimulating learning experiences in safe responsive environments from which our students emerge confident and prepared to compete and contribute locally and globally.



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