

# **Belize**

# **National Standards and**

# **Curriculum Web for**

# **LANGUAGE ARTS**

## **Upper 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 Upper Division
- A Curriculum Web
- A Planning Guide
- An Encyclopaedia of Information for Language Arts Teachers

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

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- GOAL 11 of the National Goals of Education in Belize
  - By the end of primary school, all students should have the ability to communicate proficiently in English.<sup>1</sup>
- 

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

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

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

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

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

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

Following the Curriculum Web, a planning guide gives scope and sequence charts a sample annual plan and a sample weekly scheme for Standard 5. 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 Upper  
Division  
Learning  
Outcomes**



## Content Standards and Upper 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.

## Learning Outcomes for Standard 5

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

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

### **CS2 Listen for Information**

- 2.21 Respond to a story, interview, or oral report by summarizing key points.
- 2.22 Perform a task after listening to a procedural text.
- 2.23 Determine central ideas of spoken messages, draw inferences and select items for a summary.
- 2.24 Make written notes during an oral presentation.
- 2.25 Grasp the sequence, details and meaning of announcements and introductions.

### **CS3 Interpret and Evaluate Oral Presentations**

- 3.12 Comment on the overall impact of an oral presentation.
- 3.13 Evaluate whether a speaker supports his/her points with sufficient evidence.
- 3.14 Demonstrate sustained concentration and attention while listening to an oral presentation.
- 3.15 Engage positively in discussion following an oral presentation by asking questions to clarify the speaker's message.

### **CS4 Listen and Communicate**

- 4.8 Recognise persuasive techniques and determine when a statement is credible.
- 4.9 Demonstrate an ability to interpret spoken information and apply information to solve problems.

### **CS5 Respond to Spoken Texts**

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

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

- 6.13 Infer what is not directly present in a visual image.
- 6.14 Compare and contrast different visual interpretations of the same event or piece of fiction.
- 6.15 Identify icons used in information technology and understand their purpose.
- 6.16 Identify purposes for viewing and evaluate whether the purposes have been achieved.

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

- 7.7 Respond intellectually and emotionally to mood and setting as seen in pictures from a variety of media.

### **CS8 Ask and Answer Questions**

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

### **CS9 Express Opinions and Communicate Ideas**

- 9.13 Use a range of simple, compound and complex sentences when expressing ideas.
- 9.14 Explain and justify ideas with evidence drawn from books and their own experience.
- 9.15 Take a position on a current or important issue and use language, details and evidence persuasively in support of it.
- 9.16 Demonstrate originality and creativity when expressing and justifying opinions.

### **CS10 Narrate Real and Fictional Events**

- 10.11 When relating an incident or telling a story, use a variety of simple, compound and complex sentences.

### **CS11 Deliver Reports and Speeches**

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

**CS12 Display Self-Esteem while Speaking**

- 12.10 Defend an opinion even when it is unfashionable or unpopular.
- 12.11 Show willingness to reevaluate their expressed opinions in response to the comments of others.

**CS13 Perform Drama**

- 13.11 In a group, develop a sketch, role-play or presentation that deals with a moral issue and perform it to the class, an assembly or at the Festival of Arts.
- 13.12 Based on a script, play the part of a character in a drama with confidence, voice variation and 'stage craft'.

**CS14 Recite Poetry**

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

**CS15 Participate in Group Discussions**

- 15.10 In a group, discuss an issue in order to reach a consensus position and share it with the class.
- 15.11 In a group situation be sufficiently assertive to be heard but not so assertive as to completely dominate the discussion.
- 15.12 Complete a group project that is sustained over several lessons.

**CS16 Pronounce Words Appropriately**

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

**CS17 Use Correct Grammatical Structures in Speech**

- 17.10 Demonstrate, consistently, correct subject-verb agreement when speaking standard English.

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

- 18.9 Discuss the similarities and differences between standard English and Kriol, and other languages and show awareness of how one language or code may interfere with another in their speech.

**CS19 Use Speech Prosody and Gesture**

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

**CS20 Apply Phonics Knowledge**

- 20.28 When using phonics knowledge to read an unknown word, demonstrate a sense of which sound patterns are unlikely to occur in English.

**CS21 Recognize Words by Sight**

- 21.9 Read on sight technical words from other subject areas.
- 21.10 Accurately and fluently read, on sight, most irregularly spelt words.

**CS22 Use Context Clues**

- 22.23 Identify, and explain the purpose of, similes and metaphors in a written text.

**CS23 Display Word Power**

- 23.13 Understand a rich variety of vocabulary words encountered while reading.
- 23.14 Read and understand words with a wide range of prefixes and suffixes.

**CS24 Use a Dictionary**

- 24.9 Use a dictionary as a guide to pronunciation.
- 24.10 Use a thesaurus to find synonyms and antonyms.

**CS25 Read Aloud**

- 25.23 Use variations in the use of the voice to express fully the meaning and aesthetic quality of prose, poetry and drama.
- 25.24 Recognize and take account of commas, question marks, exclamation marks and quotation marks when reading aloud.
- 25.25 When reading aloud vary tone of voice to add flavour and to denote different characters.
- 25.26 Adjust speed depending on the purpose for reading or in response to audience reaction.

**CS26 Select Appropriate Reading Material**

- 26.16 Select and read for pleasure short novels written for a teenage audience and stories with unfamiliar settings and complex plots.
- 26.17 Skim read sections of a book, for example the first page, when making reading selections.

**CS27 Comprehend Fiction Texts**

- 27.15 Be aware of different voices in a story, e.g. differentiating between the narrator's voice and characters' voices.
- 27.16 Recognize that idioms and figures of speech do not necessarily have a literal meaning.
- 27.17 Sequence events from a non-chronological story or historical narrative.

**CS28 Interpret Stories**

- 28.21 Evaluate the merits of one story compared to another.
- 28.22 Compare different predictions made about a story and justify a preference with evidence from it.
- 28.23 Discuss how settings and relationships in stories can influence a character's choices and actions.
- 28.24 Using fiction as a guide, discuss the culture of other countries.
- 28.25 Compare and contrast different versions of the same story.

**CS29 Relate Personally to Stories**

- 29.10 Discuss the dilemmas faced by characters in a story with an understanding that sometimes people are faced with difficult choices and relate this to their own experiences.

**CS30 Read and Relate to Poetry**

- 30.10 Make an anthology of favourite poems and discuss the selection with the teacher and with peers.

**CS31 Comprehend Non-Fiction Texts**

- 31.11 Compare and contrast information from more than one source on the same topic.
- 31.12 Read newspaper articles for information and enjoyment and use information in the text and their own experience to arrive at a considered judgment.

**CS32 Research from Non-Fiction Texts**

- 32.9 Summarise in one sentence the main idea of a page of non-fiction text.
- 32.10 Use a search engine to find information on topics of interest using the internet.
- 32.11 Evaluate the usefulness of a non-fiction text for their purposes.
- 32.12 Quickly scan indexes, tables, diagrams, and sub-headings to locate relevant information in non-fiction texts.
- 32.13 Understand that writers of non-fiction texts may be biased.
- 32.14 Locate relevant information stored electronically on CD-ROMs and the internet.

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

- 33.9 Judge if an argument is clearly argued and supported by sufficient evidence.
- 33.10 Recognize that there are different genres of story, e.g. science fiction, romantic, horror, thriller, mystery, etc. and express a preference for one or more genres.
- 33.11 Recognize character "stereotypes" in stories.
- 33.12 Distinguish between written standard English and written Kriol and note how some Belizean writers use Kriol, especially for dialogue.
- 33.13 Identify various elements of fictional stories and use appropriate technical language to describe them.

**CS34 Write Stories**

- 34.18 Use knowledge of stories, poems and drama as a stimulus for original writing.
- 34.19 Retell the same story from the point of view of different characters.
- 34.20 Include short descriptive paragraphs while composing stories.
- 34.21 Compose a story with a clear structure, introduction, development and conclusion.
- 34.22 Include items of sustained dialogue in story writing.

**CS35 Write Poetry**

*There are no Standard 5 learning outcomes for this content standard. Teachers should refer to outcomes for the other grade levels for guidance.*

**CS36 Write Letters**

- 36.10 Without help, apply the appropriate format to a variety of letter types.
- 36.11 Demonstrate the ability to vary language forms according to the type of letter being written.

**CS37 Write Non-Fiction**

- 37.26 Write a short, biographical account, of another person's life.
- 37.27 Compose an informative item in the style of a news report or a newspaper.
- 37.28 Compose a report, written in the third person, based on scientific observation.

**CS38 Plan and Edit Writing**

- 38.18 Edit a piece of writing by changing sentence structures for effect.
- 38.19 Without prompting, organize ideas using a variety of graphic organizers.
- 38.20 Make notes on a topic to be written about from a report, Encyclopaedia entry or internet site.

**CS42 Use Capital Letters Appropriately**

- 42.13 Demonstrate a thorough understanding of when to use and not use capital letters.

**CS43 Use Punctuation Appropriately**

- 43.12 Appropriately punctuate direct speech.
- 43.13 Appropriately use colons.
- 43.14 Appropriately use quotation marks for indicating the title of a poem or article.
- 43.15 Appropriately use commas to set off phrases or clauses in compound and complex sentences.

**CS44 Apply Correct Grammatical Forms in Writing**

- 44.16 Consistently apply correct subject-verb agreement during writing.
- 44.17 Appropriately use interjections in original writing.
- 44.18 Appropriately use both active and passive voice forms in original writing.

**CS45 Incorporate Stylistic Devices in Original Writing**

- 45.7 Personify abstract concepts, animals and things in original writing.
- 45.8 Use an adverb to modify adjectives and other adverbs in an original writing.
- 45.9 Use proverbs in original writing.

## Learning Outcomes for Standard 6

### **CS2 Listen for Information**

- 2.26 Summarise a speakers' point of view.
- 2.27 Accurately deliver a message containing several elements.
- 2.28 Identify evidence used by a speaker to support his or her points.

### **CS3 Interpret and Evaluate Oral Presentations**

- 3.16 Make inferences based on oral report or presentations.
- 3.17 Compare and contrast information presented by a speaker with own previous knowledge and opinions.
- 3.18 Paraphrase oral presentations.
- 3.19 Evaluate the effectiveness of a speaker by commenting on his/her purpose, techniques, content, visual aids, body language and facial expression.
- 3.20 Discuss information, ideas and opinions expressed in an oral presentation, to determine their relevance to the speaker's topic.
- 3.21 Formulate relevant questions designed to probe a speaker's opinions.

### **CS4 Listen and Communicate**

- 4.10 Evaluate speech skills of self, peers and presenter in areas of pronunciation, articulation, voice quality and standard English use.

### **CS5 Respond to Spoken Texts**

- 5.11 Compare and contrast the views expressed in a variety of poems, stories, poetry and songs presented orally.

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

- 6.17 Discuss how a visual image can be used to persuade or mislead for propaganda purposes.

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

- 7.6 Explain an emotional response to a picture.

### **CS8 Ask and Answer Questions**

- 8.14 Ask questions that elicit interpretations, opinions and judgments.
- 8.15 Answer questions that require interpretation by providing opinions supported by explanations.

### **CS9 Express Opinions and Communicate Ideas**

- 9.17 Explain ideas using devices such as similes, metaphors, anecdotes and analogies.
- 9.18 Synthesise ideas, details and evidence from various sources when expressing and explaining ideas.
- 9.19 When expressing ideas, choose words and language structures that convey the intended meaning and are appropriate to the audience and the situation.

### **CS10 Narrate Real and Fictional Events**

- 10.12 When relating an incident or telling a story, use spoken language and gesture confidently and adjust the narrative according to the audience and their reaction.

### **CS11 Deliver Reports and Speeches**

- 11.11 Deliver prepared speeches for different purposes, for example to inform, entertain, or persuade, that have clear and effective beginning, middle and end structures.
- 11.12 When delivering a report or speech, vary volume and tone of voice and pace of delivery to hold the audience's attention.

### **CS12 Display Self-Esteem while Speaking**

- 12.12 Express and take ownership of an ethical, political and social code.
- 12.13 Explore generalizations, stereotyping and prejudices and express ideas that are tolerant and carefully considered.
- 12.14 Demonstrate a willingness to express and explore a range of abstract ideas, for example

moral values and concepts of spirituality.

**CS14 Recite Poetry**

14.10 When reciting a poem, vary volume and tone of voice and pace of delivery to hold the audience's attention.

**CS15 Participate in Group Discussions**

15.13 Follow and apply rules in a formal discussion, for example a debate or using parliamentary procedure.

**CS16 Pronounce Words Appropriately**

16.4 Pronounce words appropriately, clearly enunciating all the sounds.

**CS17 Use Correct Grammatical Structures in Speech**

17.11 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple, compound and complex sentences.

17.12 Vary the use of simple, compound and complex sentence structures for effect.

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

18.10 Discuss the linguistic differences between Kriol and Standard English, for example comparing the different way verb tenses are formed or the use of pronouns.

18.11 In appropriate situations, use a variety of "polite" forms of the standard English language.

**CS19 Use Speech Prosody and Gesture**

19.8 Demonstrate control over and effective use of eye contact, facial expression, hand gestures and other aspects of body language to communicate meaning.

19.9 When speaking, vary voice tone, pace, volume, intonation and stress patterns to meet the needs of the situation.

**CS20 Apply Phonics Knowledge**

20.29 Display a complete and comprehensive knowledge of the alphabet code, including common and irregular letter-sound relationships and the frequency with which they occur.

**CS22 Use Context Clues**

22.24 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**

23.15 Understand specialized vocabulary from different academic, social and professional settings, for example politics and science.

23.16 Discuss how writers use words to give accurate and precise meaning.

**CS24 Use a Dictionary**

24.11 Use a range of conventional and electronic dictionaries, including a thesaurus, and "adult" dictionaries to find the spelling, meaning, pronunciation, inflection and derivation of words.

**CS25 Read Aloud**

25.27 Without pausing, scan ahead while reading aloud.

25.28 When reading aloud, pronounce the vast majority of words appropriately and clearly, including multisyllabic words and technical vocabulary from other subjects.

**CS26 Select Appropriate Reading Material**

26.18 Select reading material in order to seek answers to issues in their own lives.

26.19 Independently, select and read a variety of non-fiction texts, including books about science, page-length newspaper reports, articles from age-appropriate magazines, and multi-page length accounts of historical events.

26.20 Independently select and read a variety of fiction texts, including novels written for

teenagers, short stories from various countries and cultures, traditional stories, myths and legends.

### **CS27 Comprehend Fiction Texts**

- 27.18 Sequence events in short novels with complex structures including flashbacks and "stories within stories".
- 27.19 Discuss and/or write about the key events of a longer story or short novel.

### **CS28 Interpret Stories**

- 28.26 Make predictions by synthesizing information from various parts of a story.
- 28.27 Discuss an event from the point of view of different characters.
- 28.28 Discuss the ways in which men and women, young and old, and people from different ethnic and cultural groups are represented in stories.

### **CS29 Relate Personally to Stories**

- 29.11 Discuss, with reference to their own lives, complex moral issues encountered during reading.
- 29.12 Through literature, understand the different values and experiences of men and women from different countries and different periods of time and compare them with their own experiences.

### **CS30 Read and Relate to Poetry**

- 30.11 Discuss poetry using appropriate terms, including rhyme, verse, alliteration, rhythm, rap and limerick.
- 30.12 Discuss the word choices made by a poet and discuss the difference between the language of poetry and that of prose.
- 30.13 Read for pleasure a variety of poems.

### **CS31 Comprehend Non-Fiction Texts**

- 31.13 Read and comprehend information texts containing diagrams, flow-charts, maps, tables and other graphical displays of information.

### **CS32 Research from Non-Fiction Texts**

- 32.15 Summarise, by re-writing in a limited number of their own words, several paragraphs of informational text.
- 32.16 Locate information on the same topic from more than one source and select and summarize the information that is most useful for their purpose.
- 32.17 Conduct research using libraries and electronic sources with minimal guidance from the teacher
- 32.18 Navigate an internet site with more than one page.
- 32.19 Discuss texts displaying different points of view on the same topic and evaluate the merits of each argument.
- 32.20 Locate information confidently and efficiently through using contents, indexes and headings.
- 32.21 Locate information confidently and efficiently by skimming text.
- 32.22 Compare the information of one web-page with that of another on the same topic.

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

- 33.14 Compare and contrast the openings, endings, pace, sequencing, plot structure and characterization of different stories.
- 33.15 Evaluate the reliability of information in a non-fiction written or electronic text by comparing it with another source.
- 33.16 Compare and contrast language use across a variety of fiction and non-fiction texts.
- 33.17 Discuss the advantages and disadvantages of using written Kriol, for narration, for story dialogue and in non-fiction texts.
- 33.18 Compare the way different types of written and electronic texts present information.

### **CS34 Write Stories**

- 34.23 When writing stories, include detailed descriptions of settings and characters.

34.24 Compose a story containing a main plot and at least one sub-plot.

**CS35 Write Poetry**

35.6 Make an anthology of poems on a single theme or a variety of themes.

35.7 Write poems that include alliteration.

35.8 Compose rhyming poems of several verses.

**CS36 Write Letters**

36.12 Write letters of request or complaint to a politician, organization or business institution, choosing the appropriate format and using appropriate formal language.

36.13 Write letters of application.

36.14 Write a well-developed letter to a friend that uses a range of interesting vocabulary and stylistic devices.

**CS37 Write Non-Fiction**

37.29 Compose an essay based on facts and information researched from sources such as encyclopaedias, research books, and the internet.

37.30 Compose multiparagraph non-fiction essays that have a clear introduction, main body and conclusion.

37.31 Recount the same event in a variety of ways, for example as a story, in a letter, in a news report, and as a journal entry.

37.32 Write a book report including a detailed, justified evaluation of the book's merits.

37.33 Compose several paragraphs that present a specified point of view, presenting points logically and supporting them with explanation and evidence.

**CS38 Plan and Edit Writing**

38.21 Routinely edit a piece of writing to eliminate mistakes, irrelevance and unnecessary repetition, and to improve it by enhancing word choice, sentence, paragraph and overall structure, and the sequencing of ideas.

38.22 Use a dictionary or a thesaurus to improve the vocabulary used in a piece of original writing.

38.23 Revise a draft by checking its meaning, by checking the sequencing of ideas, adding extra details, improving word choices, and eliminating irrelevant material.

**CS39 Present Written Work Appropriately**

39.10 Prepare a piece of written work for display, paying attention to lay out, lettering and other elements of graphic design.

**CS40 Write Clearly and Legibly**

40.18 Consistently write both print and cursive forms fluently, accurately and legibly, with good spacing and clear and appropriate letter formation.

**CS41 Spell Words Appropriately**

41.10 Spell most words, including technical vocabulary encountered in other subjects and unusually spelt words correctly.

**CS43 Use Punctuation Appropriately**

43.16 Appropriately use a range of punctuation marks, including commas, apostrophes, quotation marks, colons and semi-colons.

**CS44 Apply Correct Grammatical Forms in Writing**

44.19 Appropriately use present and past continuous verb forms in original writing.

44.20 Appropriately use prepositional phrases in original writing.

**CS45 Incorporate Stylistic Devices in Original Writing**

45.10 Write using similes and metaphors to enhance description.

45.11 Use sentences of a range of different sentence types for effect 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://www.reading.org/resources/issues/positions_phonemic.html);
- <http://teams.lacoe.edu>

### Sample Lesson Objectives

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



### Learning Outcomes

None

*There are no learning outcomes specified for upper division for this content standard. However, phonological awareness instruction is recommended for struggling readers at all age levels. The information on this page is therefore designed to enable teachers to plan remedial interventions. They should also refer to the learning outcomes for the lower grades.*

### 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.

### 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.

### Linkages

CS16 (S) Pronounce Words Appropriately

CS20 (R) Apply Phonics Knowledge

## 2 Listen for Information

### General Comments

This content standard refers to the students' ability to understand the 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 presentations 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

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

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

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

Language Tree

Bk6, Units 1, 3, 11, 15, 18



### Sample Lesson Objectives

2.21 After listening to a session on job interviews students will be able to summarize the key points.

### Learning Outcomes

#### Standard 5

- 2.21 Respond to a story, interview, or oral report by summarizing key points.
- 2.22 Perform a task after listening to a procedural text.
- 2.23 Determine central ideas of spoken messages draw inferences and select items for a summary.
- 2.24 Make written notes during an oral presentation.
- 2.25 Grasp the sequence, details and meaning of announcements and introductions.

#### Standard 6

- 2.26 Summarise speakers' point of view.
- 2.27 Accurately deliver a message containing several elements.
- 2.28 Identify evidence used by a speaker to support his or her points.

### 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
- CS38 (W) Plan and Edit Text

### Sample Teaching Strategies

Explicit Strategy Instruction: Discuss with students how to avoid distractions, concentrate on what is being said, and think about the main idea and what it means to them. Also show students how to take effective notes and encourage them to listen to the entire presentation before judging it.

Read Alouds: Teachers should read aloud to students every day.

Re-Reading: If students are to answer questions or complete an activity based on listening to a text, it should be read or repeated at least three times.

Effective lessons based around listening to a spoken text usually follow a sequence of pre-listening activities, during listening activities and post-listening activities. (See CS3)

#### 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.

### 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.

Summary Writing: Write summary of key points after listening.

Task Completion: Students will listen to a procedural text then perform the task.

## 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, students learn by connecting what they are hearing to what they already know. Consequently, 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 students to understand so that they can fully appreciate the meaning of a presentation.

Note that as with all the content standards, content from other subject areas, (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. This is done through observing their questions, 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.

Language Tree

Bk6, Units 1, 2, 6, 11, 21

### Sample Lesson Objectives

- 3.16 After listening to an oral presentation, students will be able to answer several inferential questions correctly.

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### Learning Outcomes

#### Standard 5

- 3.12 Comment on the overall impact of an oral presentation.
- 3.13 Evaluate whether a speaker supports his/her points with sufficient evidence.
- 3.14 Demonstrate sustained concentration and attention while listening to an oral presentation.
- 3.15 Engage positively in discussion following an oral presentation by asking questions to clarify the speaker's message.

#### Standard 6

- 3.16 Make inferences based on oral report or presentations.
- 3.17 Compare and contrast information presented by a speaker with own previous knowledge and opinions.
- 3.18 Paraphrase oral presentations.
- 3.19 Evaluate the effectiveness of a speaker by commenting on his/her purpose, techniques, content, visual aids, body language and facial expression.
- 3.20 Discuss information, ideas and opinions expressed in an oral presentation, to determine their relevance to the speaker's topic.
- 3.21 Formulate relevant questions designed to probe a speaker's opinions.

### 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

### 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 the students need to address when listening to 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 vice-versa.

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.

Critique: Students write a critique on the technique used by the speaker.

# 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 groups and whole class situations, noting especially their compliance with established rules for listening.

*Note that it is not always 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](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](http://www.teachingenglish.org.uk/try/speaking/story_bag.shtml)

Language Tree

Bk6 pp40, 56



### Sample Lesson Objectives

- 4.6 After listening to a radio commercial, students will be able to list credible and misleading statements.

### Learning Outcomes

#### Standard 5

- 4.8 Recognise persuasive techniques and determine when a statement is credible.
- 4.9 Demonstrate an ability to interpret spoken information and apply information to solve problems.

#### Standard 6

- 4.10 Evaluate speech skills of self, peers and presenter in areas of pronunciation, articulation, voice quality and Standard English use.

### Sample Teaching Strategies

Rules for Listening: Establish class rules for 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 speaker's 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.

Persuasive Techniques: Discuss persuasive techniques. Provide opportunities for students to listen to persuasive speeches such as political speeches and commercials / advertisement.

Checklist: Teachers along with students create a checklist to evaluate speech skills.

### 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.

Advertisement analysis: After listening to a commercial, students identify credible statements.

Problem Solving: Give children a problem to solve. They will listen to a spoken text to gather the information to solve problem.

Checklist: Students complete a checklist to evaluate speech skills. This can be for self or peer.

### 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. 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 from that of 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 materials from other subject areas. Encourage the students to summarise, 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 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](http://www.sasked.gov.sk.ca/docs/mls/sp_eak027.html)



### Sample Lesson Objectives

5.11 After listening to two poems on the same theme, students will complete a Venn diagram that compares and contrasts the views expressed in them.

### Learning Outcomes

#### Standard 5

*There are no learning outcomes for this content standard. Teachers wishing to develop skills in this area should refer to the outcomes for other grade levels.*

#### Standard 6

5.11 Compare and contrast the views expressed in a variety of poems, stories, poetry and songs 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 three statements about the issue. Different groups have different issues. Discussion occurs after all groups have presented.

Venn diagram: Use Venn diagram to compare poems and stories. Compare their similarities and differences.

### 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

Presenting information to students visually is likely to be more effective than presenting it in words only. 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.

Visual images used to convey information to students should:

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

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.

## 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>

Language Tree

Bk6 Units 2, 6, 8, 10, 15, 16



### Sample Lesson Objectives

6.17 Students will be able to observe and discuss visual images used in political advertising to identify several ways how these can persuade or mislead citizens.

### Learning Outcomes

#### Standard 5

- 6.13 Infer what is not directly present in a visual image.
- 6.14 Compare and contrast different visual interpretations of the same event or piece of fiction.
- 6.15 Identify icons used in information technology and understand their purpose.
- 6.16 Identify purposes for viewing and evaluate whether the purposes have been achieved.

#### Standard 6

- 6.17 Discuss how a visual image can be used to persuade or mislead for propaganda purposes.

### Sample Teaching Strategies

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

#### Viewing Activities

- Conduct discussion on topic
- Establish the purpose for viewing
- Discussion of how visual images convey messages
- Discussion to retell, using words or other images, to highlight 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 participate. 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 they 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

# 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 colours may indicate calmness, diagonal lines may indicate movement.

## Content Standard 7 Respond to Visual Images

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

## Assessment

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

## Internet Resources

For information on visual literacy see:  
[www.teachers.ash.org.au/bookzone/vislit.html](http://www.teachers.ash.org.au/bookzone/vislit.html)



### Sample Lesson Objective

7.7 After having viewed the movie 'Oliver Twist', students will be able to discuss issues and identify the challenges faced by the main character.

### Learning Outcomes

#### Standard 5

7.6 Explain an emotional response to a picture.

#### Standard 6

7.7 Respond intellectually and emotionally to mood and setting as seen in pictures from a variety of media.

### 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 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.

Teachers need to keep in mind that many students can relate positively to the teacher's use of standard English in the classroom but find it difficult to transfer this to interaction with others outside the classroom. Teachers can create scenarios or situational role-plays that enable students to practice speaking behaviour in "real-to-life" contexts.

## Content Standard 8 Ask and Answer Questions

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

## Assessment

Ability to:

- discuss material gathered from research and formulate pertinent questions.

- share, questions and respond appropriately in a debate / forum.

## Resources

[http://www.teachingenglish.org.uk/think/speak/speak\\_skills.shtml](http://www.teachingenglish.org.uk/think/speak/speak_skills.shtml)

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

Language Tree

Bk6, p.22, 28, 46, 64

**Sample Lesson Objectives**

8.14 In groups, Students will (a) discuss a topic, for example corporal punishment (b) present the collective opinions of the group to the class.

**Learning Outcomes****Standard 5**

*There are no learning outcomes for this content standard. Teachers wishing to develop skills in this area should refer to the outcomes for other grade levels.*

**Standard 6**

8.14 Ask questions that elicit interpretations, opinions and judgments.

**Sample Teaching Strategies**

Students need to be aware that they can vary the way they ask and answer questions according to the situation. Teachers can model the difference between formal and informal question structures. Students should also be encouraged to note how different question styles can elicit different responses. Students need lots of exposure to many different kinds of situations to develop these skills.

These situations include where they will need to interpret the spoken message being given or where they will need to use language to convey their needs or to get their needs addressed (Transactional and Interactional Language).

Interactive Listening: Discuss need for eye to eye contact with the speaker or audience, body language and empathy needed when conducting questions and answers, debates, surveys and so on.

Group Work: Tasks that require students to collaborate in groups to discover, share and develop information should be a regular feature of the upper division classroom.

**Sample Student Activities**

Oral Activities: Students can engage in debates, forums, news reporting, interviewing classmates and familiar adults, conducting simple surveys, role-playing social situations and so on.

*Note that primary school children should never be asked to interview strangers "on the street". Questionnaires, surveys and other types of interviews can be conducted with other students, adults connected with the school or the students' families and well known members of the community.*

Real Interaction Patterns

-In this situation practice **IRF**: Initiate, Respond, and Follow Up. Allow children to do this where (I) one person puts forward a questions, (R) the other person shares by responding and (F) the first person follows up with a question that relates to and develops the answer given. Students can practice by asking and answering questions on, for example: an activity done the weekend, their feelings about a concern at school or a national issue. They can also prepare for more in depth situations such as debates and forums by researching the topic and writing out questions beforehand.

Student Seminars: A group of students can be given a topic to research. They then participate in a seminar, led by the teacher that is watched by the rest of the class.

**Linkages**

- CS4 (L) Listen and Communicate
- CS9 (S) Express opinions and communicate ideas
- CS12 (S) Display self-esteem while speaking
- CS15 (S) Participate in group discussion

# 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.*

Upper Division students should be becoming confident in using Standard English. Using a different language to formulate and explain ideas is allowable but should be minimized. Teachers can then ask students to restate their ideas in standard English as appropriate. The differences between standard English and Kriol can be explicitly taught. Upper Division teachers should consistently use Standard English for instruction.

## 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.ncrc.org/essentials/index.htm>

[http://www.teachingenglish.org.uk/think/speak/element\\_speak.shtml](http://www.teachingenglish.org.uk/think/speak/element_speak.shtml)

Language Tree

Bk6, p.22, 28, 46, 64, 76, 82, 21

**Sample Lesson Objectives**

9.18 After conducting research into dealing with peer pressure from two internet sites, students will use the information they have encountered when expressing and explaining ideas in a class seminar.

**Learning Outcomes****Standard 5**

- 9.13 Use a range of simple, compound and complex sentences when expressing ideas.
- 9.14 Explain and justify ideas with evidence drawn from books and their own experience.
- 9.15 Take a position on a current or important issue and use language, details and evidence persuasively in support of it.
- 9.16 Demonstrate originality and creativity when expressing and justifying opinions.

**Standard 6**

- 9.17 Explain ideas using devices such as similes, metaphors, anecdotes and analogies.
- 9.18 Synthesise ideas, details and evidence from various sources when expressing and explaining ideas.
- 9.19 When expressing ideas, choose words and language structures that convey the intended meaning and are appropriate to the audience and the situation.

**Linkages**

- CS4 (L) Listen and communicate
- 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.

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 a 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"

Teenage Advice Stories:

Have the students write a short story about a teenager with an issue of concern. Discuss with children prior to writing that their story include situations where decisions will have to be made by the main character in the story. After composing story, the teacher divides the story into parts where a decision has to be made. The children in small groups will then discuss their portion of the story and come up with decisions that can be made. After all the groups have identified decisions they would make, the teacher then facilitates whole group discussion and sharing.

**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: Students 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

## Content Standard 10 Narrate Real and Fictional Events

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

### General Comments

Telling “stories” about recent events has traditionally been a major part of Belizean culture. Such narratives help people share knowledge, values, habits and aspects of cultural identity. Through storytelling, 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.

### 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](http://www.teachingenglish.org.uk/think/speak/role_play.shtml)

Language Tree

Bk6, p.16, 24, 91, 103, 115, 139

**Sample Lesson Objectives**

10.11 Students will relate a recent event using a variety of sentence types.

**Learning Outcomes****Standard 5**

10.11 When relating an incident or telling a story, use a variety of simple, compound and complex sentences.

**Standard 6**

10.12 When relating an incident or telling a story, use spoken language and gesture confidently and adjust the narrative according to the audience and their reaction.

**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 speakers use their voice and other features to keep the attention of the audience.

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.

**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.

**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

# 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 in the upper 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, this will take more time. Upper Division students should be able to deliver reports and speeches lasting three – five minutes. However, this can usually only 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 expose 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

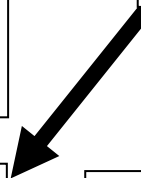
All students should be able to say something in front of the whole class.

### 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

<http://writing.colostate.edu/guides/teaching/esl/speaking.cfm>



## S

**Sample Lesson Objectives**

11.11 Students will prepare and deliver an informative, well-structured speech, on a topic of their choice.

**Learning Outcomes****Standard 5**

*There are no learning outcomes for this content standard. Teachers wishing to develop skills in this area should refer to the outcomes for other grade levels.*

**Standard 6**

- 11.11 Deliver prepared speeches for different purposes, for example to inform, entertain, or persuade, that have clear and effective beginning, middle and end structures.
- 11.12 When delivering a report or speech, vary volume and tone of voice and pace of delivery to hold the audience's attention.

**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, which 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. There are strong links between this content standard and CS4, CS8 and CS9.

Self esteem refers to how a person views himself or herself including 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.

To help these students, the teacher needs to make the classroom environment feel as safe as possible and create lots of structure for speaking exercises. It is also important for teachers to enable students to recognize and deal with intolerance and prejudice in responsible ways. Two ways of doing this are discussing case studies and role-playing scenarios,

When planning speaking activities for the students, the teacher should keep in mind as much as possible the following areas: Content, needed corrections, quantity and quality, conversation strategies and intervention needed.

## 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.

## Assessment

Self esteem can be assessed through observation of how often, how willingly and in what manner students interact with others. It is important, however, not to come to hasty conclusions based on limited evidence.

Observations can be made of body language, facial expressions, the use of gesture, the fluency of speech, the accuracy of speech, the logical coherence of ideas, the ability to wait for others to finish speaking without interrupting, the willingness to ask others for their opinions, the ability to consider new or challenging ideas and so on.

## Internet Resources

For an article on self-esteem in children see:  
<http://www.schwablearning.org/articles.aspx?r=385>  
<http://writing.colostate.edu/guides/teaching/esl/speaking.cfm>

### Language Tree

Bk6, p.22, 40, 64, 76, 84, 144

## S

**Sample Lesson Objectives**

12.14 After reading "Katie's Choice," students will discuss the morality of stealing money to help a sick person.

**Learning Outcomes****Standard 5**

- 12.10 Defend an opinion even when it is unfashionable or unpopular.
- 12.11 Show willingness to re-evaluate their expressed opinions in response to the comments of others.

**Standard 6**

- 12.12 Express and take ownership of an ethical, political and social code.
- 12.13 Explore generalizations, stereotyping and prejudices and express ideas that are tolerant and carefully considered.
- 12.14 Demonstrate a willingness to express and explore a range of abstract ideas, for example moral values and concepts of spirituality.

**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
- CS15 (S) Participate in group discussions

**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.

**Scenarios:** Sharing opinions can be effective if they are stimulated by stories, scenarios and case studies.

**Research:** Set research tasks for students before they are asked to share their opinions. Guide the students in selecting relevant issues.

**Justification:** Demonstrate how opinions are stronger if they can be justified by logic and evidence.

**Prompting:** Use follow-up questions to help students explore their ideas in detail.

**Wait Time:** When asking students about their opinions, give them time to think by not hastily jumping in when they do not give an immediate response.

**Taking Notes:** Often it is appropriate to let a discussion flow, but the teacher can take notes so that the ideas can be summarized, compared, contrasted, challenged, praised (etc) at the end.

**Inclusion:** It is very important that all students have opportunities to contribute. Assertive students can be encouraged to wait and not interrupt; more timid students can be encouraged to speak.

**Conversation Strategies** - Discuss ahead and remind students of these strategies that they should use and the ones you will be looking for - for example asking clarification, paraphrasing, not interrupting, using gestures, and using leading on phrases.

**Intervention:** The teacher must be well prepared to intervene in a discussion if necessary. This could be to clarify an issue, to redirect the direction of the discussion, to challenge prejudice, to encourage quieter students to participate or for any other reason.

**Sample Student Activities**

Any of these activities can be used to facilitate the development of the pupils' self esteem. The pupils can be assigned to do these in small groupings.

- Research
- Debate
- Surveys
- Interviews
- Case studies
- Situation analysis
- Mock forums

# 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 upper division should be increasingly able to use written scripts. Students themselves can create the script from familiar stories, current events or social issues. Modelling and practice sessions are very important and must be done before any public performance. Students can also audition for parts.

In addition to being fun and motivating, drama can give all students the chance to express themselves in a positive way. 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 to succeed, including short skits and role plays, 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 upper division they need to become more familiar with stage parts, direction, props and gestures.

## 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.

## Content Standard 13 Perform Drama

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

## Internet Resources

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

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

[Language Tree](#)

Unit 10

**Sample Lesson Objectives**

13.12 Students will be able to participate in a drama depicting the life of a single parent and the challenges of raising children in today's society.

**Learning Outcomes****Standard 5**

13.11 In a group, develop a sketch, role-play or presentation that deals with a moral issue and perform it to the class, an assembly or at the Festival of Arts.

**Standard 6**

13.12 Based on a script, play the part of a character in a drama with confidence, voice variation and 'Stage Craft'.

**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 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.

**Sample Student Activities**

Dramatizing Short Plays and Scripts: Have students dramatize plays and scripts within the classroom. They should also perform 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.

Reciting poems can help students learn syllable and sentence stress. Students should encounter and recite a variety of poetic forms, including haiku and limerick poems. Students 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 poem
- the stressing of syllables appropriately
- the relationship with the audience
- 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>

**Sample Lesson Objectives**

14.10 Students will be able to recite an original poem with appropriate expression.

**Learning Outcomes  
Standard 5**

None

*Note that teachers wishing to teach poetry recital in Standard 5 should refer to the learning outcomes for the previous grade levels.*

**Standard 6**

14.10 When reciting a poem, vary volume and tone of voice and pace of delivery to hold the audience's attention.

**Sample Teaching Strategies**

Poetry Circle: (or My Favorite 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.

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.

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. From time to time, a poem should be selected from the wall for recital.

**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.

Rhythmic Clapping: Students clapping out the rhythm of poems,

Word-Games: Rhyming games, alliteration, games and so on help students understand poetry.

**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

# 15 Participate in Group Discussions

## General Comments

In Upper Division students should be able to work cooperatively in small groups. This is more likely to occur successfully if clear rules are discussed and enforced. It is also important that the tasks set for group work 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 group-work. Similarly, teachers should ensure that students understand the nature of the task, its purpose and the expected outcome.

In the Upper Division, children should be able to work well in groups. The teacher can limit his/her control of the group and allow the group to take more initiative and responsibility in completing the task. At this time children can select group members, however, the teacher must ensure that groups do not remain the same for extended periods. Thus heterogeneous groups should be encouraged.

## 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) The student makes contributions to the discussions. Yes No
- (b) The student focuses on the discussion and is not easily distracted. Yes No
- (c) The student listens to the contributions of others without interrupting. Yes No
- (d) The student responds positively to the ideas of others. Yes No
- (e) The student asks questions to clarify and develop the ideas of others. Yes No

## Internet Resources

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

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

[http://www.teachingenglish.org.uk/try/speaking/discussion\\_bingo.shtml](http://www.teachingenglish.org.uk/try/speaking/discussion_bingo.shtml)

Language Tree

Bk6, p.22, 40, 64, 76, 84, 144

## S

**Sample Lesson Objectives**

15.10 In groups of five, students will discuss, plan and evaluate an outline for a group project on a 'HIV' awareness campaign.

**Learning Outcomes****Standard 5**

- 15.10 In a group, discuss an issue in order to reach a consensus position and share it with the class.
- 15.11 In a group situation be sufficiently assertive to be heard but not so assertive as to completely dominate the discussion.
- 15.12 Complete a group project that is sustained over several lessons.

**Standard 6**

- 15.13 Follow and apply rules in a formal discussion, for example a debate or using parliamentary procedure.

**Linkages**

- CS4 (L) Listen and Communicate  
 CS9 (S) Express opinions and communicate  
 CS12 (S) Display self esteem while speaking

**Sample Teaching Strategies**

Collaborative Group Tasks: Group tasks should require students to work together: for example in 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 four to five 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.

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

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

Group Projects

- Select a topic from another content such as HIV, Solar System, Pollution, Election etc. Let children complete a project such as:
- HIV awareness campaign
- Building models of the solar systems
- Conducting mock elections

**Sample Student Activities**Think Pair Share

Teacher presents an issue. Each student gets a few minutes to brainstorm ideas. Then they are placed in pairs to discuss ideas and come up with a consensus, pairs then share.

Discussion Bingo

Construct a 10x4 grid and on each square place a phrase often used in discussion. Examples – **Can you explain? Is it clear?**  
 -Let the children talk using the phrases, as a phrase is used the children tick it off on the board. When all is ticked on the board they shout **"Bingo!"**

Teenage Advice

Find a simple story about a teenager with an issue, leave it open-ended.  
 Give groups a paragraph. They read, they decide what the teenager should do.  
 Groups compare ideas.  
 Repeat with other paragraphs.

Group Project

Create a group project from another content area, have children work on it for several days. Let them discuss plans, carry out the project and then evaluate the process.

# 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](http://www.teachingenglish.org.uk/try/prontry/tongue_twister.shtml)

## S

**Sample Lesson Objectives**

16.4 Students will be able to recite an original poem with appropriate pronunciation.

**Learning Outcomes**  
**Standard 5**

None

**Standard 6**

16.4 Pronounce words appropriately, clearly enunciating all the sounds.

**Sample Teaching Strategies**

Modeling: Teachers should ensure good modeling of appropriate pronunciation, particularly of those sounds that cause students frequent difficulties.

Read 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.

Choral Speaking: Teachers should use choral speaking to reinforce appropriate pronunciation and clear enunciation.

**Sample Student Activities**

Games: Games provide teachers with opportunities to monitor pronunciation.

Feed the Monkey: A monkey (or another 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     |

**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 Upper Division, students need to continue to expand their oral language skills. This can be done 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 form 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](http://www.teachingenglish.org.uk/try/speaktry/story_bag.shtml)

Language Tree

Bk6, p. 41, 53, 72, 103,

## S

**Sample Lesson Objectives**

- 17.12 After conducting research, students will discuss the advantages and disadvantages of two political systems using various types of sentence structure.

**Learning Outcomes****Standard 5**

- 17.10 Demonstrate, consistently, correct subject-verb agreement when speaking Standard English.

**Standard 6**

- 17.11 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple, compound and complex sentences.
- 17.12 Vary the use of simple, compound and complex sentence structures for effect.

**Sample Teaching Strategies**Setting Expectations:

The teacher 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.

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.

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.

**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

# 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 etc. telephone, etc. (a) spontaneously, (b) after prompting or (c) not at all.

Student Assessment Checklist: In groups of threes, 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](http://www.kriol.org.bz) is the official web-site of the National Kriol Council of Belize.

Language Tree  
Bk6 p.138

**Sample Lesson Objectives**

18.10 While role-playing different scenarios, students will demonstrate an understanding of the differences between standard English and Kriol.

**Learning Outcomes****Standard 5**

18.9 Discuss the similarities and differences between Standard English and Kriol, and other languages and show awareness of how one language or code may interfere with another in their speech.

**Standard 6**

18.10 Discuss the linguistic differences between Kriol and Standard English, for example comparing the different way verb tenses are formed or the use of pronouns.

18.11 In appropriate situations, use a variety of "polite" forms of the Standard English language.

**Sample Teaching Strategies**

Explicit Teaching: Present students with specific phrases in Kriol and English to illustrate the differences between these codes. Students can use the Kriol Dictionary to locate and clarify meanings.

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 Color Signals: On the blackboard place cards of different colors to indicate which languages students can use. For example, green could mean Standard English only, yellow could mean Kriol or Spanish if 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**

Dictionary use: Use the Kriol Dictionary to locate and clarify meanings

Daily practice: Practice using polite forms of Standard English in everyday situations

Scenarios: Teacher presents scenario card. Children will role play and respond ensuring the use of the polite forms of Standard English.

Example – You are given an award. How will you respond to being congratulated and express your appreciation?

Venn diagram: Students will compare Kriol and Standard English using a Venn diagram.

# 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 discuss technical definitions when talking about prosody and gesture. Teachers should also frequently model for the students and allow many opportunities for them 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/sp\\_eak023.html](http://www.sasked.gov.sk.ca/docs/mla/sp_eak023.html)

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

S

**Sample Lesson Objectives**

19.8 While participating in a debate on drug abuse among young people, students will demonstrate effective use of gesture and eye-contact.

**Learning Outcomes****Standard 5**

None

**Standard 6**

19.8 Demonstrate control over and effective use of eye contact, facial expression, hand gestures and other aspects of body language to communicate meaning.

19.9 When speaking, vary voice tone, pace, volume, intonation and stress patterns to meet the needs of 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 Aloud: Frequent reading of stories and poems aloud 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.

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 of a character and read relevant direct speech.

**Sample Student Activities**Speech

Children prepare and present impromptu speeches in areas of interest such as protecting the environment, drug abuse etc.

Role play

Children prepare and role play situations/scenarios such as drug abuse and its effects, attending a job interview, conducting surveys to gather information on topics given etc.

Oral Report

Children orally report on topics researched using appropriate tone, pace and volume at the school's open day, Science Fair etc.

Story Telling

Children tell stories such as folklore using appropriate gestures.

**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, upper division students should mostly be using other strategies to read and write words, including knowledge of familiar and predictable letter patterns and reliance on a large bank of sight words.

In upper 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) The basic knowledge that students should have acquired before they reach upper division includes: the ability to identify all the phonemes of the English language and connect them to the letter or letters that usually represent them in print; knowledge that many phonemes can be represented in more than one way; understanding of which spelling patterns are most common; and the ability to use knowledge of letter-sound relationships to read words by blending sounds together to and to deduce word spelling by segmenting (dividing) words into sounds to write them. Students who cannot do this need to be

### Content Standard 20 Apply Phonics Knowledge

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

### Assessment

The phonics knowledge of students who are struggling to read should be tested in order to develop a plan of remedial intervention. Such assessment should include not only basic letter-sound relationships but also multi-letter spelling patterns, (for example, ea, igh, ough). Teachers should note which patterns cause difficulties.

### Internet Resources

A readable article for teachers of upper division students can be accessed at: [www.sadlier-oxford.com/docs/read\\_papers/9634-9\\_WordStudy%20WP.pdf](http://www.sadlier-oxford.com/docs/read_papers/9634-9_WordStudy%20WP.pdf)

Language Tree

Bk6 p.19, 25, 55, 61, 81, 147

**Sample Lesson Objective**

20.28 Working in groups, students will compare a list of real English words and nonsense words containing similar sounds to create a list of likely and unlikely spelling patterns.

**Learning Outcomes****Standard 5**

20.28 When using phonics knowledge to read an unknown word, demonstrate a sense of which sound patterns are unlikely to occur in English.

**Standard 6**

20.29 Display a complete and comprehensive knowledge of the alphabet code, including common and irregular letter-sound relationships and the frequency with which they occur.

**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.*

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

Spelling Pattern Frequency: A limited amount of explicit teaching on which spelling patterns are the most likely to occur may be useful. For example, ee, ea, and ey are more common ways of spelling the long /e/ sound than ie (fiend) or ei (receive).

Word Wall: Upper division word walls can include technical vocabulary from a variety of subjects and words with unusual spelling patterns.

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

Reading Programmes: The more students read, the more they are likely to recognise words in print.

**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

**Sample Student Activities**

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.

# 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 explicitly 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.

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 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.*

## Content Standard 21 Recognise Words by Sight

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

## 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?

Diagnostic Test: One way of assessing a student's ability to recognize sight words is using a word/non-word list. Real words (e.g. circus) and non-words (cercus) are both included. Students indicate which words are the real ones.

## Resources

The most commonly used sight word lists are the Dolch lists. These can be useful for assessing the level of struggling readers. See, for example, [http://www.dolchsightwords.org/dolch\\_sight\\_word\\_lists.php](http://www.dolchsightwords.org/dolch_sight_word_lists.php)

Language Tree:  
Bk6, p.19, 20-21, 84, 108

**Sample Lesson Objective**

21.9 Students will list unfamiliar words from a science text, use a dictionary to investigate their meaning and then use the words in an original paragraph on the same topic.

**Learning Outcomes****Standard 5**

- 21.9 Read on sight technical words from other subject areas.
- 21.10 Accurately and fluently read, on sight, most irregularly spelt words.

**Standard 6**

None.

*Teachers should refer to the learning outcomes for the previous grades for guidance.*

**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: Upper division word walls can include technical vocabulary from a variety of subjects and words with unusual spelling patterns. Target vocabulary, that is new words the students are likely to encounter in their reading, can also be included.

*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:

- **Read Alouds:** The reading of a text to the whole class. Upper division teachers can read chapters from longer novels each day.
- **Shared Reading:** The reading of a text to the whole class from a 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.

Word of the Day: A target 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 grades find it difficult to cope with upper 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  
 Bk6 p.97-99

**Sample Lesson Objective**

22.23 After completing Exercise 2 on p.31 of Language Tree, students will explain how an adjective can be formed by adding a suffix to a noun.

**Learning Outcomes****Standard 5**

22.23 Identify, and explain the purpose of, similes and metaphors in a written text.

23.13 Understand a rich variety of vocabulary words encountered while reading.

**Standard 6**

22.24 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.

**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.

Similes and Metaphors: Study of similes and metaphors should be based around reading texts and composing short passages of descriptive writing. For example: (1) Students read and discuss a poem (2) Students identify the similes and metaphors in it (3) Students change the similes to metaphors and the metaphors to similes (4) Students write a paragraph describing a person, place or thing that contains at least one simile and one metaphor.

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 word class of word, for example, adjective, noun or adverb, is missing.

**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.

# 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 upper 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](http://www.sadlier-oxford.com/docs/read_papers/9634-9_WordStudy%20WP.pdf)

## Language Tree

Bk6 p.22, 25, 31, 34, 67, 75, 96, 98,114

**Sample Lesson Objective**

23.14 By the end of the lesson, students will be able to use word attack skills to determine the part of speech, meaning, root, prefixes and suffixes of an unknown word.

(See the vocabulary exercise in Language Tree Bk6 p.114)

**Learning Outcomes****Standard 5**

23.13 Understand a rich variety of vocabulary words encountered while reading.

23.14 Read and understand words with a wide range of prefixes and suffixes.

**Standard 6**

23.15 Understand specialized vocabulary from different academic, social and professional settings, for example politics and science.

23.16 Discuss how writers use words to give accurate and precise meaning.

**Sample Teaching Strategies**

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

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

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

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

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

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

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

**Sample Student Activities**

Story Vocabulary: Students underline unknown 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 the one person 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.

**Linkages**

CS9 (S) Express opinions and communicate ideas

CS21 (R) Recognize words by sight

CS22 (R) Use context clues

CS24 (R) Use a dictionary

CS27 (R) Comprehend fiction texts

CS34 (W) Write stories

CS45 (W) Incorporate stylistic devices in original writing

## CS24 Use a Dictionary

### General Comments

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. Upper division students could also use an Advanced Learner's Dictionary. A Children's Dictionary is usually more appropriate for lower division students; although they are usually attractive and have lots of pictures, upper division students are likely to be frustrated by the limited number of words that they contain.

Upper division students should be introduced to thesauruses. As with other dictionaries, it is important that students have access to a thesaurus that is designed for their level. A good example is the "Scholastic Children's Thesaurus."

**Pronunciation Guides:** Look for a dictionary that uses mostly alphabet letters for its pronunciation guide rather than symbols such as the International Phonetic Alphabet.

### 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>

[www.dictionary.com/](http://www.dictionary.com/)  
[www.askoxford.com](http://www.askoxford.com)

Language Tree  
Bk6, p.10, 16, 98, 113, 132

**Sample Lesson Objective**

24.10 By the end of the lesson students will be able to use a thesaurus to revise the words used in an original story.

**Learning Outcomes****Standard 5**

24.9 Use a dictionary as a guide to pronunciation.

24.10 Use a thesaurus to find synonyms and antonyms.

**Standard 6**

24.11 Use a range of conventional and electronic dictionaries, including a thesaurus, and "adult" dictionaries to find the spelling, meaning, pronunciation, inflection and derivation of words.

**Sample Teaching Strategies**

Mini-Lessons: Instead of dedicating a whole lesson to dictionary skills, teachers should give instruction on why, how and when to use dictionaries in a series of mini-lessons lasting ten to fifteen minutes. A reading or writing task that requires the use of a dictionary could then follow.

Integration: Once students have grasped the basic concepts, dictionary use should be routinely integrated with 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
- how to use a dictionary to find the part of speech, pronunciation, plural, prefixes and suffixes, synonyms and antonyms, past tense forms and meaning of a word.

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**

CS16 (S) Pronounce words appropriately

CS20 (R) Apply phonics knowledge

CS22 (R) Read words by sight

CS23 (R) Display word power

*Also all content standards relating to writing, that is CS34 to CS45.*

# 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*. This general rule is as true for upper division students as for those in the middle and lower divisions. 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](http://teacher.scholastic.com/products/fluencyformula/pdfs/Guided_Fluency_Instruction.pdf)

All units of Language Tree apply to the content standard.

**Sample Lesson Objective**

25.25 After practicing with their peers, students will take it in turns to read aloud verses of "Greedy Guy Wrap" varying the tone of their voice to "add flavour". (*Language Tree Bk6 p.118*)

**Learning Outcomes****Standard 5**

- 25.23 Use variations in the use of the voice to express fully the meaning and aesthetic quality of prose, poetry and drama.
- 25.24 Recognize and take account of commas, question marks, exclamation marks and quotation marks when reading aloud.
- 25.25 When reading aloud vary tone of voice to add flavour and to denote different characters.
- 25.26 Adjust speed depending on the purpose for reading or in response to audience reaction.

**Standard 6**

- 25.27 Without pausing, scan ahead while reading aloud.
- 25.28 When reading aloud, pronounce the vast majority of words appropriately and clearly, including multisyllabic words and technical vocabulary from other subjects.

**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.

Note: Although echo reading may seem like an activity designed for beginner readers, it can still be useful to help students read complex text, for example, poetry, story dialogue and drama.

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.

**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 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 or public 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, in a variety of styles, 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  
Bk6 p.100-101, 108

**Sample Lesson Objective**

26.17 During a visit to a public library, students will demonstrate strategies for choosing an appropriate book, including skimming and examining the front and back cover.

**Learning Outcomes****Standard 5**

26.16 Select and read for pleasure short novels written for a teenage audience and stories with unfamiliar settings and complex plots.

26.17 Skim read sections of a book, for example the first page, when making reading selections.

**Standard 6**

26.18 Select reading material in order to seek answers to issues in their own lives.

26.19 Independently, select and read a variety of non-fiction texts, including books about science, page-length newspaper reports, articles from age-appropriate magazines, and multi-page length accounts of historical events.

26.20 Independently select and read a variety of fiction texts, including novels written for teenagers, short stories from various countries and cultures, traditional stories, myths and legends.

**Sample Teaching Strategies**

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?

Classroom Library: Each classroom should have its own library and reading centre. Upper division classroom libraries should share the features of a public library. There can be a simple catalogue, books can have catalogue numbers, students can have library cards and there can be library monitors who perform the tasks of a librarian,

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.

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.

**Student Activities**

Reading Survey: Students conduct a survey of the reading habits of other students in their school.

Poster Display: Students create a poster entitled "The Books I Love".

Reading Centre Time: All students should get the opportunity to spend time reading independently in the reading centre. In other words, this should not just be used as a reward for students who finish their work early.

Library Visit: Upper division students can be taken on a visit to a local public library. This should be preceded by instruction on how to find and choose books, library procedures and expected behavior. The teacher should talk to the students as they choose books. It is also a good idea to contact the librarian ahead of time and ask for him or her to be available to give a tour of the library and help the students.

Creating a Catalogue: Students can be asked to classify books in the school library and create a library catalogue.

**Linkages**

*This content standard links to all others related to reading, that is CS20-33.*

# CS27 Comprehend Fiction Texts

## General Comments

CS27 relates to literal comprehension. CS28 and 29 cover interpretation and critical comprehension.

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 and fall far behind in upper division.

This content standard refers both to stories students read for themselves and ones read to them by the teacher. Reading should be viewed as a pleasurable, entertaining activity. Upper division students should be exposed to a variety of interesting stories from a variety of settings and cultures. Teachers should read stories to students every day or almost every day. Short stories and novels with many characters, main and sub-plots and complex time-frames can be introduced at this level.

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.

## 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 the nature and structure of the language.

Retelling: Ask "*Pretend I have never heard the story, tell me everything that happened?*" Assess: (1) Depiction of main idea; (2) Inclusion of 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

Bk6 p.26, 68, 82, 106, 118, 136, 149

**Sample Lesson Objective**

27.16 After reading and discussing "The Dancing Lady" students will (a) identify phrases that do not have a literal meaning and (b) re-write the phrases using their own words so that the intended meaning is clear.

R

**Learning Outcomes****Standard 5**

27.15 Be aware of different voices in a story, e.g. differentiating between the narrator's voice and characters' voices.

27.16 Recognize that idioms and figures of speech do not necessarily have a literal meaning.

27.17 Sequence events from a non-chronological story or historical narrative.

**Standard 6**

27.18 Sequence events in short novels with complex structures including flashbacks and "stories within stories".

27.19 Discuss and/or write about the key events of a longer story or short novel.

**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 upper 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 spending much class time talking about the 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. 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 such as short answer test questions can be a poor way of assessing 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](http://www.cornerstoneliteracy.org/NEWSLETTER/volume_8_1/spotlight.html)

### Language Tree

Bk6 p.26, 68, 82. 106, 118, 136, 149

**Sample Lesson Objective**

28.21 After reading and discussing two traditional tales, students will state which one they prefer and give reasons.

**Learning Outcomes****Standard 5**

- 28.21 Evaluate the merits of one story compared to another.
- 28.22 Compare different predictions made about a story and justify a preference with evidence from it.
- 28.23 Discuss how settings and relationships in stories can influence a character's choices and actions.
- 28.24 Using fiction as a guide, discuss the culture of other countries.
- 28.25 Compare and contrast different versions of the same story.

**Standard 6**

- 28.26 Make predictions by synthesising information from various parts of a story.
- 28.27 Discuss an event from the point of view of different characters.
- 28.28 Discuss the ways in which men and women, young and old, and people from different ethnic and cultural groups are represented in stories.

**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
- 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

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.

**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.

# 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.

## Assessment

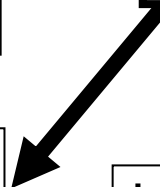
This content standard cannot effectively be assessed using recall-type questions. Instead, students should be asked to respond to the story at some length, either orally or in writing, using their own words,

## Content Standard 29 Relate Personally to Stories

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

## Language Tree

Bk6 p.26, 68, 82. 106, 118, 136, 149



**Sample Lesson Objective**

29.10 After reading "A Challenging Life Story" students will (a) describe and discuss the choices faced by Luke's classmates and (b) write two paragraphs explaining why they agree or disagree with the decisions made.

See *Language Tree Bk6 p.82*.

**Learning Outcomes****Standard 5**

29.10 Discuss the dilemmas faced by characters in a story with an understanding that sometimes people are faced with difficult choices and relate this to their own experiences.

**Standard 6**

29.11 Discuss, with reference to their own lives, complex moral issues encountered during reading.

29.12 Through literature, understand the different values and experiences of men and women from different countries and different periods of time and compare them with their own experiences.

**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 understand the story better.

Text to world connections

Stories can be used to help upper 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 a 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. Poetry also helps students appreciate the sound system of the language, an understanding that enhances reading fluency.

Most students, through songs and advertisements, are familiar with some poetry. Teachers should encourage students to share this knowledge and then build on it by introducing them to a wider range of poems.

Poems used in upper division should not be difficult 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 should read aloud poems to demonstrate their rhythm and rhyme.

Students should 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 examining the language of poetry, this should be secondary to encouraging students to enjoy poetry. Thus, alongside analysis of poetic form, students should discuss the feelings and associations that a poem invokes.

Upper division students should be able to read, recite and understand poems of several stanzas. 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

Bk5 p.32, 50, 100, 118

**Sample Lesson Objective**

30.11 By the end of the lesson, students will be able to describe a poem using the terms rhyme, verse and alliteration.

**Learning Outcomes****Standard 5**

30.10 Make an anthology of favourite poems and discuss the selection with the teacher and with peers.

**Standard 6**

30.11 Discuss poetry using appropriate terms, including rhyme, verse, alliteration, rhythm, rap and limerick.

30.12 Discuss the word choices made by a poet and discuss the difference between the language of poetry and that of prose.

30.13 Read for pleasure a variety of poems.

**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 present it dramatically.

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. Primary aged students are usually 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

Bk6, p.14, 20, 38, 44, 62, 88, 112, 130, 148

**Sample Lesson Objective**

31.11 Students will compare and contrast articles on the same topic from three different newspapers, stating which they find most useful and why.

**Learning Outcomes****Standard 5**

- 31.11 Compare and contrast information from more than one source on the same topic.
- 31.12 Read newspaper articles for information and enjoyment and use information in the text and their own experience to arrive at a considered judgment.

**Standard 6**

- 31.13 Read and comprehend information texts containing diagrams, flow-charts, maps, tables and other graphical displays of information.

**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, 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.

**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

**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 upper 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.

# CS32 Research from Non-Fiction Texts

## General Comments

Upper division students should become increasingly skilled at locating information within non-fiction, particularly reference texts.

The selection of appropriate materials is crucial in developing the students' abilities to research from 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 use it.

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: CD Roms and the internet are research tools 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 computers at home. Furthermore, the internet does not replace books: it is an additional tool. Where access to computers is restricted, photocopies of electronic sources can be used.*

## 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

Evaluate the results of research: what did the students find out and how did they use the information?

Evaluate the research process: how did the students go about finding and selecting information?

## Resources

[www.icteachers.co.uk/resources/literacy/library\\_skills.rtf](http://www.icteachers.co.uk/resources/literacy/library_skills.rtf) lists referencing tasks for primary age children.

## Language Tree

Bk6, p.14, 20, 38, 44, 62, 88, 112, 130, 148

## Standard Five

### Sample Lesson Objective

32.13 After reading "Ban Cars from the City Centre," students will discuss the ways in which the writer's arguments are one-sided.



### Learning Outcomes

#### Standard 5

- 32.9 Summarise in one sentence the main idea of a page of non-fiction text.
- 32.10 Use a search engine to find information on topics of interest using the internet.
- 32.11 Evaluate the usefulness of a non-fiction text for their purposes.
- 32.12 Quickly scan indexes, tables, diagrams, and sub-headings to locate relevant information in non-fiction texts.
- 32.13 Understand that writers of non-fiction texts may be biased.
- 32.14 Locate relevant information stored electronically on CD-ROMs and the internet.

### 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; interpreting charts and diagrams; and the functions and forms of lists and tables.

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.

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?"

# CS32 Research from Non-Fiction Texts

## General Comments

Upper division students should become increasingly skilled at locating information within non-fiction, particularly reference texts. At this level, students should increasingly be using several different texts on one topic. They should begin to compare and contrast these sources of information and evaluate their usefulness and reliability.

The selection of appropriate materials is crucial in developing the students' abilities to research from 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 use it.

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:: CD Roms and the internet are research tools 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 computers at home. Furthermore, the internet does not replace books: it is an additional tool. Where access to computers is restricted, photocopies of electronic sources can be used.*

## 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

Evaluate the results of research: what did the students find out and how did they use the information?

Evaluate the research process: how did the students go about finding and selecting information?

## Resources

[www.icteachers.co.uk/resources/literacy/library\\_skills.rtf](http://www.icteachers.co.uk/resources/literacy/library_skills.rtf) lists referencing tasks for primary age children.

# Standard Six

# R

## Sample Lesson Objective

- 32.21 After skimming an information text, students will write the main idea.

## Learning Outcomes

### Standard 6

- 32.16 Locate information on the same topic from more than one source and select and summarize the information that is most useful for their purpose.
- 32.17 Conduct research using libraries and electronic sources with minimal guidance from the teacher
- 32.18 Navigate an internet site with more than one page.
- 32.19 Discuss texts displaying different points of view on the same topic and evaluate the merits of each argument.
- 32.20 Locate information confidently and efficiently through using contents, indexes and headings.
- 32.21 Locate information confidently and efficiently by skimming text.
- 32.22 Compare the information of one web-page with that of another on the same topic.

## 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.

Evaluating Information: Students can use a checklist to ask questions about a text: Who wrote it? Is it up to date? Where did the writer get his or her information from? Does it cover all aspects of the topic? Is it accurate? What is fact and what is opinion? Is the author balanced or does he or she favour one side?

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.

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 the 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 (conflicts). . . . 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 5 students should be able to comment on how writers use language to achieve their purpose. An awareness of media techniques should also be fostered.

## 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 33 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.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

Bk6 p.8, 13, 49, 61, 108, 118-9, 136, 141

# Standard Five

## Learning Outcomes

### Standard 5

- 33.9 Judge if an argument is clearly argued and supported by sufficient evidence.
- 33.10 Recognize that there are different genres of story, e.g. science fiction, romantic, horror, thriller, mystery, etc. and express a preference for one or more genres.
- 33.11 Recognize character "stereotypes" in stories.
- 33.12 Distinguish between written standard English and written Kriol and note how some Belizean writers use Kriol, especially for dialogue.
- 33.13 Identify various elements of fictional stories and use appropriate technical language to describe them.

### Sample Lesson Objective

33.9 After reading "Climate Change Wipes Out Frogs", students will make a chart listing (a) the claims made by the writer and (b) the evidence used to support each claim.

(See *Language Tree Bk6 p.20*)

### Sample Teaching Strategies

English and Kriol: Students need to be aware of the differences between English and Kriol. They can study a play with Kriol dialogue and translate it into English. Similarly they can re-write English dialogue as Kriol.

Mini-Lessons: Before students examine texts, deliver a mini-lesson, lasting 10-15 minutes, on text structure.

Comparing Similar Stories: Students often encounter stories of a certain type. For example, after students read "Compere Tigre and the Princess" (Language Tree Bk6, p136) they can compare the story with other ones in which someone asks for a princess's hand in marriage. They may also have encountered stories with the same structure as "The Shield of Kindness" (Language Tree Bk6, p.8). Students should discuss both similarities and differences.

### Sample Student Activities

Story Maps etc: Upper division students should already be familiar with story maps. They can make maps of different stories to help them make comparisons. Story maps used in upper division should be more complex than those used in lower grades. A map might have boxes for characters, the setting, problems or conflicts, events, resolutions, emotions and so on.

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): Re-write a story as a newspaper report. Discuss the differences in style between the two formats.

Reading Records: Students can keep a record of what they read. The record can be divided into different sections for each genre (both non-fiction and fiction, and including poetry, plays, newspapers and magazines, web-pages and so on. They should aim to read at least one text for each section.

### 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

# CS33 Analyse the Language, Nature and Structure of Texts

## General Comments

Many students, especially the 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.

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**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 5 students should be able to comment on how writers use language to achieve their purpose. An awareness of media techniques should also be fostered.

## Content Standard 33 Analyse the Language, Nature and Structure of Texts

Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

## 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?"

## Resources

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<http://www.ksde.org/Default.aspx?tabid=160> contains a word document outlining various text structures.

# Standard Six

# R

## Sample Lesson Objective

33.6 After reading a play with Kriol dialogue, students will discuss the differences between Kriol and standard English, listing at least five of them.

## Learning Outcomes

### Standard 6

- 33.14 Compare and contrast the openings, endings, pace, sequencing, plot structure and characterization of different stories.
- 33.15 Evaluate the reliability of information in a non-fiction written or electronic text by comparing it with another source.
- 33.16 Compare and contrast language use across a variety of fiction and non-fiction texts.
- 33.17 Discuss the advantages and disadvantages of using written Kriol, for narration, for story dialogue and in non-fiction texts.
- 33.18 Compare the way different types of written and electronic texts present information.

## Sample Teaching Strategies

English and Kriol: Students need to be aware of the differences between English and Kriol. They can study a play with Kriol dialogue and translate it into English. Similarly they can re-write English dialogue as Kriol.

Mini-Lessons: Before students examine texts, deliver a mini-lesson, lasting 10-15 minutes, on text structure.

Comparing Similar Stories: Students often encounter stories of a certain type. For example, after students read "Compere Tigre and the Princess" (Language Tree Bk6, p.136) they can compare the story with other ones in which someone asks for a princess's hand in marriage. They may also have encountered stories with the same structure as "The Shield of Kindness" (Language Tree Bk6, p.8). Students should discuss both similarities and differences.

## Sample Student Activities

This content standard is best taught by giving the students many opportunities to study and discuss texts, for example:

Group Task(1): Read articles from two different newspapers about the same story. List: the information that is the same in both stories; information that only appears in one of the stories; the sources of information for each story. Discuss which story you think is (a) more informative and (b) more likely to be accurate and truthful.

Group Task(2): Read a newspaper article. Make one list of facts and another of opinions. Decide if the opinions are supported by the facts. Discuss if there are facts that are not mentioned that might challenge the stated opinions.

Group Task(3): Find an encyclopaedia entry and a website on the same topic. Discuss (a) which is easiest to understand and why (b) which contains the most information (c) which seems to be the most reliable (d) which is the most useful.

*See also the student activities for Standard Five.*

## 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 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.

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.*

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

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
- 

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 how to improve, 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/>

A good, short article on interactive writing is:  
<http://www.stanswartz.com/IAW%20excerpt.pdf>

Language Tree

Bk6, p.13, 31, 61, 99, 105, 123, 141. See also the writing process chart on p154.

**Sample Lesson Objective**

34.18 After studying and discussing "Greedy Guy Rap", students will write an original story based on the same theme.

(*Language Tree Bk6 p.17*)

**Learning Outcomes****Standard 5**

- 34.18 Use knowledge of stories, poems and drama as a stimulus for original writing.
- 34.19 Retell the same story from the point of view of different characters.
- 34.20 Include short descriptive paragraphs while composing stories.
- 34.21 Compose a story with a clear structure, introduction, development and conclusion.
- 34.22 Include items of sustained dialogue in story writing.

**Standard 6**

- 34.23 When writing stories, include detailed descriptions of settings and characters.
- 34.24 Compose a story containing a main plot and at least one sub-plot.

**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 Teaching Strategies**

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' interests; students sharing stories with each other; students sharing stories with parents or other classes; a 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.

In-Class Writing: Story writing should often be done as an in-class activity. It may take several lessons, although these do not have to be consecutive. The teacher should constantly be discussing the stories with the students as they plan and write.

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. Students can use Story-Writing Checklists to help structure their work (see for example, *Language Tree Bk6 p.141*).

**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.

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.

Sharing Events: Narrating events and telling anecdotes and jokes are also part of the story writing process.

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.

Story Circle: Start a story with an interesting sentence. Ask each student in turn to contribute the next sentence.

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 upper 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.

Some steps for writing a poem: (1) Read and listen to poems (2) Choose a topic (3) Think about the purpose of the poem (4) Decide on a style (5) Write down ideas, words, phrases as they occur to you (6) Try to find words that have the same beginning, middle and ending sounds as the words you have already used. (7) Turn the ideas, words and phrases into lines (8) Read the lines aloud and make improvements (9) Join the lines into verses (10) Read the poem over and over, editing it until it seems right.

## Assessment

The following ideas for assessing poetry is adapted from <http://www.poetryclass.net/assess.htm>

### Evaluate

- the use of structures and techniques including rhythm, rhyme and alliteration,
- 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 imaginative use of vocabulary;
- choices of when to use rhyme – and when not to use it;
- the choice of source material and subject matter for poetry.

In other words, assessment focuses on the process of writing poetry as well as the final product.

## Content Standard 35 Write Poetry

Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.

## Internet Resources

<http://www.freewebs.com/belizeanpoetsociety/index.htm>

The web-site of the Belize Poets Society

<http://www.poetryclass.net>

A very clear resource on haiku that includes printable worksheets is:

<http://www.kidzone.ws/poetry/haiku.htm>

<http://www.wikihow.com/Write-a-Poem>

<http://www.indianchild.com/Poems/how-to-write-a-poem.htm>

**Sample Lesson Objective**

35.7 By the end of the lesson, students will have written an original four-line poem containing alliteration.

**Learning Outcomes****Standard 5**

None

*Teachers who wish to incorporate writing poetry into their instruction can refer to the learning outcomes for the previous grades.*

**Standard 6**

- 35.6 Make an anthology of poems on a single theme or a variety of themes.
- 35.7 Write poems that include alliteration.
- 35.8 Compose rhyming poems of several verses.

**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
- Creating displays that focus children's interest, e.g. poetry posters (including children's own poems). 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

**Other Strategies**

- 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

**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

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.

## Content Standard 36 Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

## 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 paragraphs 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.

## Resources

[http://www.readwritethink.org/materials/letter\\_generator/](http://www.readwritethink.org/materials/letter_generator/) is an interactive web-site that takes students through the letter writing process.

<http://esl.about.com/library/howto/htbusiness.htm> gives instructions on writing business letters.

Language Tree

Bk6 p.43, 81, 105, 129, 147

See also sample letters Bk5 p.156-7

**Sample Lesson Objective**

36.10 Students will demonstrate the ability to vary language forms by writing two short letters on the same topic, one to a friend and one to a local newspaper.

**Learning Outcomes****Standard 5**

- 36.10 Without help, apply the appropriate format to a variety of letter types.
- 36.11 Demonstrate the ability to vary language forms according to the type of letter being written.

**Standard 6**

- 36.12 Write letters of request or complaint to a politician, organization or business institution, choosing the appropriate format and using appropriate formal language.
- 36.13 Write letters of application.
- 36.14 Write a well-developed letter to a friend that uses a range of interesting vocabulary and stylistic devices.

**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.

Letter-Writing Checklist: See *Language Tree Bk6, p43*

School-to-School Links: A class can link-up with a class of the same grade level in another school and the students can exchange letters. Choosing a school in another part of the country or of a different type (urban/rural, single grade/multigrade) etc will enable the students to better understand the experiences of other children. Letter writing can both precede and follow a class trip to the partner school.

**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 mail-box 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

Upper 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.

Non-fiction texts are different from narratives in structure, word choice, lay-out, purpose and style. Students should develop the ability to write paragraphs that have good internal structure, that is the ones that have a topic statement supported by evidence and explained. They should also develop the ability to write texts containing several paragraphs that link together logically.

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.

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 developing the ability to write reports on both specific and general themes. They should also be able to use a variety of styles and formats.

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.

## 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.

### Sample Rubric:

- |   |        |
|---|--------|
| ➤ Meaning and Ideas                             | 10 pts |
| ➤ Development of Ideas                          | 10 pts |
| ➤ Paragraph Structure                           | 10 pts |
| ➤ Clarity and effectiveness of language         | 10 pts |
| ➤ Accuracy of spelling, punctuation and grammar | 10 pts |

## Resources

Recommended book: 25 Mini-Lessons for Teaching Writing (Grades 3-6) by Adele Fiderer.

For printable graphic organizers, see [http://www.enchantedlearning.com/graphic\\_organizers/nonfictionbookreview/](http://www.enchantedlearning.com/graphic_organizers/nonfictionbookreview/)

### Language Tree

Bk6 p.19, 25, 49, 82, 93, 112

**Sample Lesson Objective**

37.30 Using a writing checklist, students will compose a short essay on a scientific topic.

**Learning Outcomes****Standard 5**

- 37.26 Write a short, biographical account, of another person's life.
- 37.27 Compose an informative item in the style of a news report or a newspaper.
- 37.28 Compose a report, written in the third person, based on scientific observation.

**Standard 6**

- 37.29 Compose an essay based on facts and information researched from sources such as encyclopaedias, research books, and the internet.
- 37.30 Compose multiparagraph non-fiction essays that have a clear introduction, main body and conclusion.
- 37.31 Recount the same event in a variety of ways, for example as a story, in a letter, in a news report, and as a journal entry.
- 37.32 Write a book report including a detailed, justified evaluation of the book's merits.
- 37.33 Compose several paragraphs that present a specified point of view, presenting points logically and supporting them with explanation and evidence.

**Sample Teaching Strategies**

**Mini-Lessons:** Teach short (10-15 minute) mini-lessons on aspects of good writing. For example, each of the following could be the theme of a mini-lesson: choosing and focussing on a topic; getting ideas; organizing writing; structuring paragraphs; developing ideas; adding supporting detail; writing with clarity; and writing with accuracy.

**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.

**Planning and Editing:** Composing multi-paragraph pieces of writing should involve planning, organizing ideas, drafting and editing (see CS38). The planning stage includes: activating background knowledge; discussing the topic; researching; discussing the purpose of the writing; brainstorming; writing lists of ideas; creating outlines, and so on.

**Grammar-at-the-Point-of-Writing:** Grammar is most effectively taught to students as they sit in class and write. **Genre:** Upper 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.

**Writing and Role-Play:** Students can be motivated to write by linking it to role-play

**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.

**Sample Student Activities**

**Journal Writing:** Students should routinely write journal entries during in class. Teachers can set aside a specific time for this every day or several times a week.

**Peer Editing:** Students work in pairs and examine each other's work. The teacher can provide a checklist. Alternatively, students can 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.

**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.

**Graphic Organizers:** Students use graphic organizers to develop their ideas and plan their work before they write.

**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

## 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, revise, edit, present* and *evaluate* their own writing. Teachers need to set an expectation that students must strive to produce high quality work. This implies that planning and editing activities should be routine.

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.

The Writing Process is a series of steps that a writer goes through when composing a piece. The steps may be revisited several times before the work is completed and they do not necessarily occur in the given order. The steps are:

1. Pre-writing (planning, researching, organizing ideas)
2. Drafting (creating the first draft)
3. Revising (adding, deleting and reorganizing ideas)
4. Editing (checking for spelling, punctuation and grammar, changing words to make the writing clearer or more effective)
5. Presenting (submitting to the teacher, displaying, sharing with an audience, etc.)

### 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.

### Resources

A range of graphic organisers can be found at [http://www.readwritethink.org/student\\_mat/index.asp](http://www.readwritethink.org/student_mat/index.asp)

A Writing Process Chart is in Language Tree, Bk6 p.154.

Language Tree  
Bk6, p.13, 37, 49, 61, 67, 93, 113, 116

**Sample Lesson Objective**

38.23 After working with a partner using an editing checklist, students will revise the stories written in the previous lesson.

**Learning Outcomes****Standard 5**

- 38.18 Edit a piece of writing by changing sentence structures for effect.
- 38.19 Without prompting, organize ideas using a variety of graphic organizers.
- 38.20 Make notes on a topic to be written about from a report, encyclopaedia entry or internet site.

**Standard 6**

- 38.21 Routinely edit a piece of writing to eliminate mistakes, irrelevance and unnecessary repetition, and to improve it by enhancing word choice, sentence, paragraph and overall structure, and the sequencing of ideas.
- 38.22 Use a dictionary or a thesaurus to improve the vocabulary used in a piece of original writing.
- 38.23 Revise a draft by checking its meaning, by checking the sequencing of ideas, adding extra details, improving word choices, and eliminating irrelevant material.

**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.

**Mini-Lessons:** Explicit teaching and modeling of each of the steps involved in the writing process can occur in mini-lessons lasting 10-15 minutes.

**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.

**Templates:** Students can be given a structured chart or template to complete when they develop an outline.

**Help at the point of writing:** Helping students to correct their work as they write is more effective than correcting it afterwards.

**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.

**Peer Editing:** Students work in pairs. They use a checklist to help edit each others' work.

**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.

**Clustering:** Students write down as many words or ideas relating to the topic as they can think of. Then they join these together in clusters (groups). This can be done by marking linked ideas with the same colour or symbol. Each cluster then forms the basis of a paragraph.

**Story Maps:** Students can create story outlines in groups or as a whole class.

**Using Reference Books:** Students should be encouraged to use reference books and dictionaries as they proceed through the writing process.

**Linkages**

*This content standard links to all of the content standards that relate to writing.*

## 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.

Students should be able to reproduce independently the appropriate form for a variety of written texts.

### Content Standard 39 Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

### Assessment

Create a check-list of items of form that you want the students to apply, for example (a) heading (b) date (c) underlining heading and date (d) margins. (e) indented paragraphs (f) borders (for posters) and so on. 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.

Also evaluate the process of redesigning the graphic design of a piece to make it more effectiveness. Good design makes the communication of the message more effective.

### Resources

Writer's guides, such as Diana Hacker's *A Writer's Reference (Bedford)* are invaluable sources of advice about document form.

See: [www.dianahacker.com](http://www.dianahacker.com)

**Sample Lesson Objective**

39.9 After revising and editing the draft of story, students will re-write it in "best form" for classroom display.

**Learning Outcomes****Standard 5**

*There are no learning outcomes specified for Standard 5. Teachers should refer to the learning outcomes listed for other grades for guidance.*

**Standard 6**

39.10 Prepare a piece of written work for display, paying attention to lay out, lettering and other elements of graphic design.

**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. Upper division students should demonstrate good control when writing both print and cursive forms.

The focus in upper division should be on neatness legibility and fluency. Appropriate forming, sizing and spacing of letters is important; however, 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: 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.*

### Content Standard 40 Write Clearly and Legibly

Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.

### Assessment

Teachers should monitor students' gradual development of handwriting skills over time.

*When students have very poor handwriting, teachers should observe their "pen hold" and posture, (see teaching strategies)*

### Internet Resources

<http://www.drawyourworld.com/grip.html>

**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 5**

None

*Teachers should refer to the learning outcomes for lower and middle division for guidance.*

**Standard 6**

**6.18** Consistently write both print and cursive forms fluently, accurately and legibly, with good spacing and clear and appropriate letter formation.

**Linkages**

This content standard links to all content standards from CS34 to CS45.

**Sample Teaching Strategies**

Pen Hold: The pen 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 pen 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.

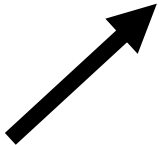
Posture: Correct seating position and posture are important. Students should be able to sit with their feet flat on the floor as they write.

Expectations: Expectations for neatness and accuracy for writing, 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.



# 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 knowledge of phonemes, the letters of the alphabet, and the alphabetic principle. However, as students move through the middle and upper divisions, 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.htm>

Language Tree:  
Bk6, p.87, 129, 147

**Sample Lesson Objective**

41.10 During a shared writing activity, students will use spelling strategies to help them spell words correctly.

**Learning Outcomes****Standard 5**

None

*Teachers should refer to the learning outcomes of other grade levels for guidance.*

**Standard 6**

41.10 Spell most words, including technical vocabulary encountered in other subjects and unusually spelt words correctly.

**Sample Teaching Strategies**

Students can be given explicit instruction to help them 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**

Lots of Reading: The more students read, the better their knowledge of spelling is likely to become as they encounter a wide range of words.

Dictionaries: Upper division students should use dictionaries to look up words during both reading and writing 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

### General Comments

Students should consistently use capital letters at the beginning of sentences. They should know when to use them for the names and titles of people, geographical locations, institutions, historical periods and events, academic qualifications, the titles of books, newspaper headlines and the titles of their own work. They should use capital letters appropriately in poetry and when writing direct speech, 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.

### Content Standard 42 Use Capital Letters Appropriately

Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

### Assessment

Students' use of capital letters is best assessed while they write for other purposes.

### Internet Resources

For a comprehensive article on capital letter usage see:  
<http://en.wikipedia.org/wiki/Capitalization>

Language Tree

Bk6, p.42, 85, 152

**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 5**

42.13 Demonstrate a thorough understanding of when to use and not use capital letters.

**Standard 6****None**

*See the learning outcome for Standard 5.*

**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 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.

**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.

**Linkages**

*This content standard links to CS34—CS38.*

## 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.

### Content Standard 43 Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

### 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.

### Internet Resources

Possibly the best, and certainly the funniest book on punctuation ever written is "Eats, Shoots and Leaves" by Lynn Truss.

There are thousands of web-sites dedicated to punctuation. A good one is the site of "The Blue Book of Grammar and Punctuation."

[http://www.grammarbook.com/punctuation/cnt\\_punc.asp](http://www.grammarbook.com/punctuation/cnt_punc.asp)

For an excellent article on teaching punctuation, see:

<http://www.noycefdn.org/literacy/documents/Handout-Punctuation09-18-04.pdf>

[Language Tree](#)

Bk6, p.42, 85-86, 110, 126,

**Sample Lesson Objective**

43:13 By the end of the lesson, students will be able to explain when and how colons should be used.

**Learning Outcomes****Standard 5**

- 43.12 Appropriately punctuate direct speech.
- 43.13 Appropriately use colons.
- 43.14 Appropriately use quotation marks for indicating the title of a book, poem or article.
- 43.15 Appropriately use commas to set off phrases or clauses in compound and complex sentences.

**Standard 6**

- 43.16 Appropriately use a range of punctuation marks, including commas, apostrophes, quotation marks, colons and semi-colons.

**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 of 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.

**Linkages**

*This content standard links to CS34—CS38.*

## 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.

Use of Language Tree: Language Tree contains a large number of short exercises on a much wider range of grammar 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.

### 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:  
Bk6, p.35, 41, 74, 103

*(See also note in General Comments)*

**Sample Lesson Objective**

44.18 After planning using a story map, students will write an original story of at least three paragraphs that contains some sentences that use the passive voice.

**Learning Outcomes****Standard 5**

- 44.16 Consistently apply correct subject-verb agreement during writing.
- 44.17 Appropriately use interjections in original writing.
- 44.18 Appropriately use both active and passive voice forms in original writing.

**Standard 6**

- 44.19 Appropriately use present and past continuous verb forms in original writing.
- 44.20 Appropriately use prepositional phrases in original writing.

**Sample Teaching Strategies**

Modeling: Teachers should endeavour to model grammatically accurate standard written and spoken English.

Grammar-at-the-Point-of-Writing: The key to good grammar instruction is to teach it as the students write original work. Although marking and correcting are important, students are more likely to understand and internalize a grammar rule if it is explained to them as they try to write a communicative sentence.

Verb Tenses: The importance of consistently applying tenses throughout a document should be stressed. If a writer of a narrative, for example, begins using past tenses, he or she should not switch to using present tenses without good reason.

Explicit Teaching: The explicit teaching of rules may be essential; however, it is better for this teaching to occur in short chunks (mini-lessons) 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.

Use of Language Tree: Language Tree contains a large number of short exercises on a much 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.

## 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

Young C, Creole Proverbs of Belize

### Internet

[http://primaryschool.suite101.com/article.cfm/similes\\_metaphors\\_and\\_proverbs](http://primaryschool.suite101.com/article.cfm/similes_metaphors_and_proverbs)

### Language Tree

Bk6 p.28, 45, 80, 96, 134, 138

**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 5**

- 45.7 Personify abstract concepts, animals and things in original writing.
- 45.8 Use an adverb to modify adjectives and other adverbs in an original writing.
- 45.9 Use proverbs in original writing.

**Standard 6**

- 45.10 Write using similes and metaphors to enhance description.
- 45.11 Use sentences of a range of different sentence types for effect in original writing.

**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.

**Sample Teaching Strategies**

Creative Writing: The teaching of similes, metaphors and proverbs should be directly linked to creative writing activities that enable students to explore these aspects of language. For example, after a mini-lesson teaches the form of metaphors, students can edit their stories so include them. However, the use of stylistic devices should not be at the expense of effective communication.

Research: Students can use dictionaries, reference and other books to investigate the meaning and origin of common sayings.

*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.*

Research: Students can research the origins and use of proverbs that are used by members of their own and other language communities.

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.

# 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: (*Earth, Latitude and Longitude, Revolution and Rotation, Weather, Water, Climate, Resources, Tourism*)

Government and Citizenship: (*How We Are Governed, National Change, Public Meetings, The Legislative Council and Assembly, Political Parties, Heads of Agreement, Public Service, Judiciary, Current Events, The Constitution.*)

Rights and Responsibilities: (*Organizations, General Rights and Responsibilities of the State*)

Early Civilization: (*African Culture & Civilization; Maya Civilization in Belize, Africa-Belize Connection*)

Society and Culture: (*Belizean Culture, Cross Cultural Engagement*).

### Spanish Themes

Social Issues; Environment and Our Community; Communications, Individual Rights; Responsibilities and Law and Order; Culture; Government; Maya Ruins; Tourism; Occupations; Belize Red Cross

### 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

Drawing & Painting; Graphic Art; Decorative Art; Fibre Art, Sculpture, Print Making; Fabrics etc.











## Sample Annual Plan for Standard 5 First Term

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
Language Tree	Units 1-2	Units 3-5	Units 6-7 & Looking Back 1	Units 8-8
Listening	2 Listen for Information 3 Interpret and Evaluate Oral Presentations	2 Listen for Information 4 Listen and Communicate 5 Respond to Spoken Texts	2 Listen for Information 3 Interpret and Evaluate Oral Presentations	4 Listen and Communicate
Viewing			6 Comprehend and Interpret Visual Images	6 Comprehend and Interpret Visual Images
Speaking	9 Express Opinions and Communicate Ideas 17 Use Correct Grammatical Structures in Speech 18 Use Appropriate Styles and Registers in Speech	9 Express Opinions and Communicate Ideas 10. Narrate Real and Fictional Events 15 Participate in Group Discussions 17 Use Correct Grammatical Structures in Speech	9 Express Opinions and Communicate Ideas 15 Participate in Group Discussions 17 Use Correct Grammatical Structures in Speech	9 Express Opinions and Communicate Ideas 12. Display Self-Esteem while Speaking 15 Participate in Group Discussions 17 Use Correct Grammatical Structures in Speech
Reading	21 Recognize Words by Sight 24 Use a Dictionary 25 Read Aloud 28 Interpret Stories 32 Research from Non-Fiction Texts 33 Analyse the Language, Nature and Structure of Texts	20 Apply Phonics Knowledge 21 Recognize Words by Sight 24 Use a Dictionary 25 Read Aloud 27 Comprehend Fiction Texts 28 Interpret Stories 30 Read and Relate to Poetry 31 Comprehend Non-Fiction Texts 32 Research from Non-Fiction Texts	20 Apply Phonics Knowledge 21 Recognize Words by Sight 23 Display Word Power 25 Read Aloud 27 Comprehend Fiction Texts 31 Comprehend Non-Fiction Texts 32 Research from Non-Fiction Texts 33 Analyse the Language, Nature and Structure of Texts	20 Apply Phonics Knowledge 21 Recognize Words by Sight 23 Display Word Power 25 Read Aloud 30 Read and Relate to Poetry 32 Research from Non-Fiction Texts 33 Analyse the Language, Nature and Structure of Texts
Writing	34 Write Stories 38 Plan and Edit Writing	34 Write Stories 37 Write Non-Fiction 38 Plan and Edit Writing 43. Use Punctuation Appropriately 44 Apply Correct Grammatical Forms in Writing 45 Incorporate Stylistic Devices in Original Writing	34 Write Stories 36 Write Letters 37 Write Non-Fiction 38 Plan and Edit Writing 42. Use Capital Letters Appropriately 43. Use Punctuation Appropriately 44 Apply Correct Grammatical Forms in Writing 45 Incorporate Stylistic Devices in Original Writing	37 Write Non-Fiction 38 Plan and Edit Writing 43. Use Punctuation Appropriately

## 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 <sup>2</sup> Topic = Content Area Theme <sup>3</sup> Subtopic = Content Standard Numbers <sup>4</sup> Time = Time available for the lessons and/or number of lessons.	Objectives/Learning Outcomes = Learning Outcome Numbers <sup>5</sup> 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.

<sup>2</sup> It would not be appropriate to divide this column further into "sub-subjects" such as phonics, grammar, creative writing and penmanship.

<sup>3</sup> This is the subject matter that is what the students will be reading about, for example "Environment".

<sup>4</sup> 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.

<sup>5</sup> For example 21.3 or 32.5



## Sample Weekly Scheme for Standard 5.

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
<p><u>Theme:</u> Environment</p> <p><u>Sub-topics</u></p> <p><u>Listening</u></p> <p>CS2 Listen for Information</p> <p><u>Viewing</u> (Optional)</p> <p>CS6 Comprehend and Interpret Visual Images</p> <p><u>Speaking</u></p> <p>CS9 Express Opinions and Communicate Ideas</p> <p>CS15 Participate in Group Discussions</p> <p>CS17 Use Correct Grammatical Structures in Speech</p> <p><u>Reading</u></p> <p>CS31 Comprehend Non-Fiction Texts</p> <p>CS32 Research from Non-Fiction Texts</p> <p><u>Writing</u></p> <p>CS36 Write Letters</p> <p>CS38 Plan and Edit Writing</p> <p>CS42 Use Capital Letters Appropriately</p> <p>CS43 Use Punctuation Appropriately</p> <p>CS44 Apply Correct Grammatical Forms in Writing</p> <p><u>Time</u> = 75 minutes per day.</p>	<p><u>Learning Outcomes</u></p> <p>2.25, 6.15, 6.16, 9.14, 9.15, 15.10, 15.11, 17.10, 31.11, 31.12, 36.10, 36.11, 38.18, 32.13, 42.13, 43.13.</p> <p><u>Learning Objectives</u></p> <p>By the end of the week, students will have:<sup>6</sup></p> <p>a) listened to a radio announcement of upcoming events and accurately repeated the information to a partner</p> <p>b) researched the use of symbols in a newspaper</p> <p>c) discussed how symbols convey information and designed their own symbol</p> <p>d) discussed the issue of ratings for movies in a small group and clearly stated and defended their own opinion by using evidence drawn from their own experience</p> <p>e) discussed the issue of ratings for movies in a small group and presented to joint opinion of the group to the rest of the class</p> <p>f) explained how to form the correct form of the verb for a given subject in the present tense</p> <p>g) consistently used correct subject-verb agreement while speaking with peers.</p> <p>h) compared and contrasted reviews of the same movie, one from newspaper and one from the internet</p> <p>i) using a checklist, compose a letter of apology to a friend that includes at least two sentences containing colons.</p> <p>j) revise their letter to a friend to ensure correct subject-verb agreement and correct capital letter usage</p>

<sup>6</sup> 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 a "radio announcement" outlining upcoming events aloud to the whole class three times. After the first reading students will be instructed. They will have to list the main events in the correct order. After the third reading they will work in pairs to write the list, giving as many details as they can remember.

The teacher will write some sentences listing of events that contain a colon. For example, "The following events will be held in Punta Gorda on Saturday: a fishing competition, a football marathon, a cycling race and a dance competition. (See *note* \*\*) Students will be asked to study the sentences to work out the rules for using a colon in a list. They will then write some of their own sentences.

Enrichment: Language Tree Bk6 p.42 Exercises 1 & 2

Students will be asked to bring a newspaper or magazine into class for the following day.

Tuesday

Working in small groups, students will research the use of symbols in newspapers. They will list the symbols used, describe them and explain how they communicate information. Each group will design a symbol that represents it. The symbols will be shared with the whole class.

Wednesday

Students will study "What's on This Weekend: and "Cinema Guide" (Language Tree Bk6 p38-9). They will answer Questions 1-10 (p.39).

Students will discuss movies they have seen recently.

Students will be given two reviews of the same movie, one from a newspaper and the other from the internet (or from any two different sources). They will be asked to complete a chart: one column will list the things the reviews say that are the same, the other will list the things that are different.

Enrichment: Students will study subject-verb agreement rules from Language Tree Bk6 p.41 and complete the following exercises.

Thursday

In small groups students will discuss the question: "Should movies be given age-ratings to ensure that children do not see the ones that are not appropriate for them." Each group will choose one chairperson, one scribe and one spokesperson. Each group will be asked to present an agreed opinion to the rest of the class. Students will be reminded to use correct subject-verb agreement forms while speaking.

Friday

The teacher will review the rules for using capital letters, especially for proper nouns, greetings and addresses.

Using a checklist (Language Tree Bk6 p43), students will compose a letter of apology to a friend or relative. They will be required to include at least two sentences that contain colons. After completing the letter they will work with a partner to check that the subject-verb agreement and the usage of capital letters are correct.

(\*\* *This sentence drawn from the announcement*)

Content (Example and Key Points)	Assessment Strategies	Evaluation
<p>A colon is used to introduce lists. The words before the colon may be a complete sentence. Commas or semi-colons are used to separate the items in the list.</p> <p>Capital letters are used, among others things, to begin sentences, for proper nouns and adjectives formed from proper nouns, in greetings and addresses.</p> <p>Movies are rated G (General Audience) PG (Parental Guidance) R (Restricted) and NC-17 (No-one Under 17)</p>	<p>Observation and monitoring of students' behaviour as they complete group tasks.</p> <p>Evaluation of completed symbols using a rubric based on design and lay-out.</p> <p>Evaluation of group presentation using checklist</p> <p>Evaluation of letters based on accuracy of subject verb agreement, capital letter usage and inclusion of colons.</p>	<p>Lesson Strengths</p> <p>Lesson Weaknesses:</p> <p>Students' Performance</p> <p>Possible Improvements:</p>

Linkages	Resource, Reference Material / Instructional Aids
<p>Social Studies Theme: Rights and Responsibilities</p> <p>Expressive Arts Theme: Graphic Art</p> <p>HFLE Theme: Self and Interpersonal Relationships</p>	<p>Resources</p> <p>Language Tree Bk6 Unit 6</p> <p><a href="http://www.mpa.org/FilmRat_Ratings.asp">http://www.mpa.org/FilmRat_Ratings.asp</a></p> <p><a href="http://movies.yahoo.com/">http://movies.yahoo.com/</a></p> <p>Newspapers</p>



# **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.

<b>Chunking</b>	Grouping small units, for example consonant clusters, to form words while reading.
<b>Classroom Library</b>	<p>A space in the classroom where books are displayed and available to students.</p> <p>In a good classroom library, there is suitable reading material of different types and difficulty different levels: some fiction and some non-fiction. Books which are out-dated or clearly unsuitable for the class should not be in the classroom library. Every student should have easy and frequent access to the library.</p> <p>A upper division classroom library can include stories, biographies, information books, picture books, newspapers, magazines, brochures, textbooks, student-authored books, poetry, and reference books, including encyclopaedias and dictionaries</p> <p>Through the classroom library, students can learn to keep records, to care for books and to classify them. They can also learn how to 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.</p>
<b>Cloze Procedure</b>	A "fill in the blanks" activity.
<b>Coherence</b>	The degree to which ideas are presented in a logical order.
<b>Cohesion</b>	The degree to which different words, sentences and paragraphs are linked and follow on from each other.
<b>Comprehension</b>	The construction of meaning from a spoken or written text. Comprehension depends upon the ability to decode words using phonics knowledge, the ability to recognize words by sight, knowledge of vocabulary, reading fluency, knowledge of the topic, grammatical knowledge, knowledge of the context, and other factors.
<b>Comprehension Strategies</b> See also <a href="#"><u>text comprehension instruction</u></a>	<p>Comprehension strategies are tools used by readers to help them understand a text. Their use involves the activation of knowledge of the text's topic, vocabulary, grammar, syntax, purpose, medium, structure and so on. Comprehension strategies include predicting, sequencing, summarizing, skimming, scanning, re-reading and asking questions and using textual clues and other information to enhance understanding of what is being read.</p>
<b>Concept map</b>	A web diagram in which cells (circles) containing questions or ideas are linked by arrows, which are usually labeled. The purpose of the diagram is to represent the relationship between concepts.
<b>Consonant</b>	<ol style="list-style-type: none"> <li>1. Any speech sound characterized by constriction or closure at one or more points in the breath channel.</li> <li>2. A letter or symbol that represents a consonant.</li> </ol>
<b>Consonant Cluster</b>	A group or sequence of consonants that appear together in a word without a vowel between them. For example str and tch in stretch.
<b>Consonant-Vowel-Consonant (CVC) word</b>	A three letter word in which the letters follow the sequence consonant, then vowel, then consonant. For example cat, dog, sat, man, etc.
<b>Content Standard</b>	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.

<b>Context</b>	The situation surrounding the text, including the type of text, the means of communication, the purpose of the text, and the relationship between people interacting with it.
<b>Context Clue</b> see also <u>comprehension strategies</u>	Information from the context (see above) that a reader can use to enhance comprehension.
<b>Creole</b>	see Kriol, below
<b>Critical Comprehension</b>	Understanding the information in a passage and relating it to one's own experiences and values.
<b>Critical Thinking</b>	(1) The ability to solve real world problems (2) The ability to evaluate one's own thinking
<b>Critical Literacy</b>	1. The ability to use language for thinking and problem solving 2. The ability to connect a text to one's own reality
<b>Cursive</b>	Any system of writing in which the letters of a word are joined together.
<b>Decoding Skills</b> see also <u>word attack skills, phonics</u>	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.
<b>Defining Vocabulary</b>	A limited range of words used for the word definitions in learner's dictionaries
<b>Developmental Approach to Literacy</b>	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 upper 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 upper 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 upper division, the same principles that apply to other first languages can also be applied to Kriol. However, in classrooms where Kriol is the dominant language, teachers should model English to the maximum extent, using Kriol only for special purposes. Teachers may decide to allow their students to use Kriol, especially in class discussions where expression and sharing opinions are important.

**K-W-L Chart**

A chart with three columns: K (what I already **know**), W (what I **want** to learn, and L (what I have **learned**).

The first column is usually completed in response to questioning led by the teacher. The second column is often completed after students discuss the topic as a class or in small groups. This column sets goals for the lesson. After completing the reading or activity, students discuss what they have learned to fill in the final column.

K-W-L encourages students to apply higher-order thinking strategies as they construct meaning from what they read and monitor their progress toward their goals.

**Language Arts**

A school subject that focuses on listening, reading, writing, speaking, and viewing skills.

In Language Arts, all skills, and sub-skills such as phonics, grammar, spelling and vocabulary, are taught together. Separate lessons for these sub-skills are inappropriate.

Language Arts teaching is usually based around content themes.

**Language Experience Approach**

A method of teaching literacy in which the students' own words, usually dictated to the teacher, are used for the classes reading texts. Often four steps are used: discussion, oral dictation, reading, and re-reading. This is an excellent approach following a shared experience such as a field trip.

**Learning Outcome**

A statement describing a specific skill that the students are expected to attain in a given period.

This curriculum is based on the attainment of specified learning outcomes at each grade level. Planning, especially lesson planning should be based on learning outcomes.

The learning outcomes for one grade level are linked, sequentially and hierarchically, to the learning outcomes of other grade levels. Thus the learning outcomes for Infant 2 follow on, but are different from those for Infant 1. Similarly, the Standard 1 learning outcomes are a progression from those of Infant 2.

**Lesson Objective**

A lesson objective is a statement of the intended outcome of the lesson, that is, a description of what students will have achieved by the end of it.

Writing a good lesson objective involves asking six questions: (1) What are the overall goals of the current unit? (2) What knowledge and experience will

the students bring to the lesson? (3) What will the students do during the lesson? (4) How, for example under what conditions, will they perform the activities? (5) To what degree/extent will the activity be accomplished? (6) How will the learning/activity be evaluated?

Lesson objectives need to be specific and measurable. For example: "By the end of the lesson students will have written five sentences using a series of adjectives to describe a noun," is a 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 upper division literacy centre include: reading books, games, personal journals, word searches, matching exercises, word and letter cards, unscramble the letters games, puppets, audio cassettes/cds of story books, puppets and toys, etc.

Many teachers build their literacy centres around a curriculum theme or a pretend location, for example, a shop, post office, police station, gas station, school, zoo, tourist site, or radio station.

**Literacy Centre Folders**

Each student can have a literacy centre folder in which they keep activities completed during their visit to the centre. A folder can also include forms on which the students can record and comment on these activities.

**Literacy Rich Environment**

A classroom that gives students the maximum opportunities to engage in both teacher directed and independent literacy activities through the provision of learning centres, reading books and by using effective classroom display. In a literacy rich classroom, for example, there will be many wall charts with ability-appropriate writing and pictures, including some words that the students may not yet be able to read.

**Literal comprehension**

Understanding the facts and surface details of what is written or said. Questions beginning who, what, when, and where usually test literal comprehension.

**Main Idea**

The chief topic of a text.

**Mini Lesson**

A brief lesson, lasting between ten and twenty-five minutes in which an element of language arts is explicitly taught. Mini-lessons are usually followed by independent practice applying the item in an original speaking or writing task.

**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.

<b>Phonology</b>	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.
<b>Phonological Awareness</b>	The ability to distinguish sounds in speech, including distinguishing between words, syllables, rhymes, onsets and rimes and phonemes.
<b>Pragmatics</b>	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.
<b>Print Rich Environment</b>	<i>See Literacy Rich Environment</i>
<b>Prosody</b> See also <a href="#">phonology</a>	The patterns of stress and intonation in spoken language
<b>Readability</b>	<p>How easy or difficult a text is to read.</p> <p>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.</p> <p>In addition, the environment in which a text is read and the motivation of the reader affect its readability.</p> <p>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.</p>
<b>“Read Aloud”</b>	A teaching technique in which a text is read aloud to a group or whole class of students by the teacher.
<b>Register</b>	<p>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.</p> <p>It is important that students understand the differences between various registers and the appropriate circumstances for their use.</p> <p>It is recommended that, except when using other languages for clear</p>

educational purposes, teachers should speak in standard English in the classroom (see Language Policy Statement, above).

**Remediation**  
see also differentiation

Intervention to resolve a learning difficulty on the part of one or more students. Teachers should plan regular remediation activities for their weaker students.

**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.

<b>Syntax</b>	The rules governing the organization of phrases, clauses and sentences.
<b>Systematic Synthetic Phonics</b>	<i>see phonics</i>
<b>Syllable</b>	<p>A word or part of a word that contains a single, uninterrupted, vowel sound and associated consonants.</p> <p>The word <i>fingers</i> has two 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)</p>
<b>Syllabication/ syllabification</b>	<p>The division of spoken or written words into syllables.</p> <p>The ability to identify the syllables of spoken words is one of the phonological awareness skills that help a student learn to read.</p>
<b>Target Language</b> See also <a href="#"><u>Bilingual Education.</u></a>	The language that instruction is designed to develop. In Belize, for most purposes, the target language is standard English.
<b>Text</b>	<p>A text is a unified piece of written or spoken words used to express meaning. A text can be of any length and any genre. Thus, books, letters, emails, poems, newspaper articles, invoices, advertisements, spoken and telephone conversations, and so on, are all texts.</p> <p>The study of texts involves study of the meaning that is being communicated, the medium of communication, and its context, especially the relationship between the people involved.</p>
<b>Text-Based Approach</b>	<p>A method of teaching language and literacy skills in which spoken and written texts are used as the main vehicle for teaching a wide range of language and literacy skills.</p> <p>Usually, activities relating to a text are divided into three categories: pre-reading activities, during reading activities, and post reading activities. Pre-reading activities activate students prior knowledge of the topic and provide them with information and strategies to understand the text more effectively. During reading activities enhance comprehension and focus the students' attention on key parts of the text. Post-reading activities direct students to think, talk and write about texts to demonstrate various levels of comprehension, creativity and critical thinking skills. They usually lead to extended, original written work, a presentation or a dramatic performance.</p> <p>Relevant content, especially when based on a teaching theme, can make texts more interesting and meaningful to students because they can relate their work to their own experiences. Students may also more easily understand how the skills of listening, viewing, reading, speaking and writing will help them in their own lives.</p> <p>A text can be used as a vehicle for teaching many language skills including reading and listening comprehension at a variety of levels, alphabet code knowledge, extended and creative writing, vocabulary and grammar rules. For example, texts can be effectively used to teach grammar, spelling</p>

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.