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INTRODUCTION

Language is as important as the air we breathe. It is a vital part of life. Without the ability to communicate with others, social life becomes limited. However, using language is a complex task. To communicate well we must have a working knowledge of thousands of words and be able to put them together in a way that others will understand what message we are trying to bring across. Also, to be truly effective communicators we need to adhere to certain social conventions that enhance communication. Language is the major medium of instruction in schools, hence the importance of having a Language and Communication Curriculum that will support teachers as they develop, plan and execute all areas of literacy instruction.

Communication is a cross-curricular skill and, therefore, all teachers are literacy teachers. Literacy learning is not confined to the sessions where there is a focus on Language and Communication. Other content areas provide an opportunity for students to develop their skills of speaking, listening, reading and writing. Students can then apply what is taught in literacy lessons to other domains.

With the onset of a wide range of technological advances, literacy is not confined to learning how to communicate with printed matter. Increasing numbers of texts which include words, images and sound are often categorized as media of communication. On-screen writing and reading are now integral parts of language instruction. Texts read on-screen often influence behavior and therefore, it is important that students are taught how to read critically.

This curriculum takes into account all types of literacy instruction and the technology that can be used to enhance both teaching and learning. It builds on skills learnt in Cycle One and helps the Cycle Two teacher to plan for the continuous development of student literacy. The teacher has the responsibility to model the use of Standard English at a high level enabling the students to enrich and enlarge their vocabularies as they move from ‘learning to read’ to ‘reading to learn’.

The target behaviours are broad so that every student is able to experience success in spite of their learning style, intelligence, age or ability. Assessment aids are included so that the teacher can modify them for his/her own use. Planning suggestions have been included for each year group to facilitate a gradual development of skills over the four years of Cycle Two

The Curriculum Team of writers hopes that you use this document as a guide for instruction, bearing in mind that no student learns in the same way or at the same rate as another ; and that our island is a multicultural one in which many languages are spoken. You are urged to accommodate for English Language Learners by using clear and concise articulation, visuals, gesture, short and simple sentences and high frequency vocabulary. Naturally, as a result, you will have to differentiate instruction, model, scaffold, activate prior knowledge and use cooperative learning strategies to provide better language instruction for all students in the class.

Oral Linguistic Skill

Standard 3: The student can apply listening and speaking strategies with different objectives.
(*Listening and Responding*) (3.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>3.1(1) Listens and links own ideas and experiences to what is heard.</p> <p>3.1(2) Focuses on the speaker and what is presented.</p> <p>3.1(3) Demonstrates the ability to listen for a variety of reasons</p> <p>3.1(4) Listens attentively and critically to a variety of speakers</p> <p>3.1(5) Identifies the language of different genres</p> <p>3.1(6) Identifies and analyzes persuasive techniques</p> <p>3.1(7) Listens and identifies the speaker's intent, attitude and perspective</p> <p>3.1(8) Responds to information heard by non-verbal, verbal and/or written methods</p>	<p>Attentive Listening</p>	<p>Speaker, narrator, focus, attentive listening, information, point of view, message, moral, instructions, directions, discussion, newspaper article</p> <p>Multi-media, radio, video, broadcast, talk, television program,</p> <p>Genre, story, novel, poem, narrative, fiction, play, dramatic reading,</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Focuses on the speaker without interrupting. • Listens attentively to oral presentations. • Identifies message heard • Identifies the type of language used in the oral presentation • Identifies the persuasive techniques of the speaker • Identifies the speaker's intent, attitude and perspective • Responds to information heard

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>3.1(1) – 3.1(8)</p> <ul style="list-style-type: none"> • Read a story aloud to the students and stop at key points to ask the students questions that help them make predictions, or check listening level. After listening let the students reflect on what they heard by voicing opinion, expressing personal feelings, making connections to their own lives or by asking questions to clarify confusions. • The students can listen to two short presentations on the same topic/subject. They will then compare the presentations and identify elements that can be improved i.e. tone of voice, facial expression, knowledge of subject, use of Standard English etc. (These can be student presentations) 	<p><i>Ensure that the students have a variety of listening experiences which include whole class and small group discussions; cooperative group activities; presentations; viewing of multimedia presentations and listening for instructions.</i></p> <p><i>The teacher and students can create a checklist that will be used to ensure proper listening behaviour when listening to a speaker. (The teacher can monitor the students or students can monitor themselves or students and teacher can assess together)</i></p> <p><u>Listen-Think-Pair-Share</u></p> <p>3.1(1)A – 3.1(8)A</p> <ul style="list-style-type: none"> • Students listen to a radio presentation, video, or computer presentation and record what they hear. They team up with a partner, discuss what they heard and add to their own recordings. The partners then share with the wider group. If the oral presentation is a story, after listening the students can practice retelling the story with a partner before retelling to a wider group. • <u>Expository Texts</u> Teachers can give the purpose for listening and /or ask the students to write questions about what they wish to know. The students listen and answer their own questions. • Pairs of students can work together. Partner A gives instructions for a given task and Partner B must listen and complete the task. They can compare the results and then reverse roles. • Listen to an oral presentation and identify i.Fact and opinion 	<p>Different written texts for oral presentations</p> <p>Radios, televisions, videos, DVDs, computer and relevant software, cassettes</p> <p>Instructional chart for listening with advice for students</p>

<p>3.1(8)A <u>Directed Listening – Thinking</u></p> <ul style="list-style-type: none"> • The teacher reads a piece of literature aloud. The students listen attentively to make and verify predictions. • Descriptions of objects, animals, persons can be given orally and the students must identify the object, animal or person. <p><i>Listening can be combined with writing in the form of dictations. The teacher can decide whether the emphasis is on the accuracy of the listening or spelling and handwriting.</i></p>	<p>ii. Speaker elements i.e. tone of voice, use of gesture, body language, language style etc.</p> <p>3.1(8)A <u>Guided Listening</u></p> <ul style="list-style-type: none"> • The teacher makes presentations that have many visual images, details and/or descriptive words. Tell the students to visualize and draw pictures of what they hear. They can also draw sequenced pictures, use a graphic organizer, write and/or dramatize (sing, act, mime, and dance). • The teacher can tell a story with facts mixed up or in the wrong order. The students then retell the story in the correct order • Students can listen to a story and tally the number of times they hear given words, parts of speech or names. • Groups of students can dramatize what was heard in an oral presentation. • <u>After listening to a story the students</u> <ol style="list-style-type: none"> i. Will discuss the different moods that were presented in the story and tell what happened to change the different moods. ii. Identify various story elements iii. Fill in blanks in a written version of the story iv. Complete sentences from or about the story v. Retell/rephrase the story vi. Complete a word find 	
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Standard 3: The student can apply listening and speaking strategies with different objectives.
(Listening Comprehension) (3.2)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>3.2. Listens</p> <p>(1) restates, and follows one-step, two-step or multi-step directions.</p> <p>(2) to a presentation and summarizes the main idea/supporting details etc.</p> <p>(3) and contributes during a discussion</p> <p>(4) interprets and applies what was heard to a new situation and/ or problem solving</p> <p>(5) and makes inferences on what was heard</p> <p>(6) and formulates appropriate questions needed for clarification</p> <p>(7) and takes relevant notes on formal and informal presentations</p> <p>(8) and identifies factors that influence the message heard e.g. dialect, language style, setting, word choice</p>	<p>Listening Comprehension</p>	<p>Comprehension, main idea, supporting details</p> <p>Speaker, presenter, audience, purpose, bias, impact, fact, opinion, point of view, persuade, clarify, explain, infer, interpret</p> <p>Presentation, informal, formal, announcement, conversation, media presentation, message, debates, rebuttal, speech, oral report,</p> <p>Discuss/ion, directions, instructions, paraphrase, summarize, impact, respect</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Listens, restates, and follows one-step, two-step or multi-step directions. • Listens to a presentation and summarizes the main idea/supporting details etc. • Listens and contributes during a discussion • Interprets and applies what was heard to a new situation and or problem solving • Listens and makes inferences on what was heard • Listens and formulates appropriate questions needed for clarification • Listens and takes relevant notes on formal and informal presentations • Listens and identifies factors that influence the message heard e.g. dialect, language style, setting, word choice

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<ul style="list-style-type: none"> • 3.2(1)A Each student is given a list of words and instructed to place a check mark against the word when it is heard in a reading. The words can be parts of speech, theme words, spelling words or subject words. • 3.2(2)A <u>Listen for Lies</u> The class is divided into 2 teams. One student is asked to come to the front and read an article from the newspaper. The student repeats the reading with changes. Each time a change is identified the listening students stand. The first student to stand scores a point for his or her team. (If there are more than 2 teams each team can prepare for the repeat reading beforehand. Each team will choose a reader and the other teams have to identify the ‘lies’. Passages from narrative or expository texts or poems can be read) • 3.2(5)A, 3.2(8)A Students listen to a speaker talking 	<p><i>Games such as ‘Simon Says’ and ‘Charades’ can be adapted to form part of a listening comprehension activity</i></p> <ul style="list-style-type: none"> • 3.2(1)A <u>Mathematics Link – ¹Coin Directions</u> This can be done with the whole class, small group or in pairs. Each student receives a set of 4 or more coins (1c; 5c; 10c; 25c) and a blank sheet of paper. The teacher gives instructions as to how to place the coins on the paper, e.g. stack two (2) coins that total 30c in the middle of the paper. Put the smaller coin on top. Hide the copper coin under the bottom left corner of your paper and put the 10c coin on the top right corner of the paper, heads up. Instructions can vary depending on the number of coins used and the readiness level of the student. • The teacher reads a story containing homonyms. Each student in the group is given a pack of cards with homonyms written on them. The students listen and show the card with the appropriate spelling for the homonym. • 3.2(2)A, 3.2(4)A Divide the class into groups. Give each group a copy of one of ‘Aesop’s Fables’. Tell them they are going to listen and figure out the moral of the story. Each group should pick a reader to read the story to the group. Listeners must decide what the moral of the story is. For an extension activity the students can write their own story with the same moral. 	<p>Coins, paper</p> <p>Cards with homonyms written on them Suitable passage containing homonyms</p> <p>Individual copies of Aesop’s fables (1 per group)</p> <p><u>Listening Centre</u> Tape recorder and/or CD/DVD player</p>

¹ Adapted from Math Activities <http://www.lynmplourde.com/CLASS34b.html>

<p>about his/her job. The students are asked to infer from the presentation whether the speaker enjoys his/her job. (The passage can be taken from literature and read by the teacher.)</p>	<ul style="list-style-type: none"> • 3.2(3)A The students form talking and listening groups. They can discuss or share ideas, stories or written work. • 3.2(4)A <i>Social Emotional Development Link - <u>What Would You Do?</u></i> The students are asked to discuss each scenario and figure out how to resolve confrontational situations. E.g. you're standing in line by the water cooler when someone cuts in front of you without asking. You are angry and feel like pushing him/her out of the way. • 3.2(6)A The teacher, a student or an invited speaker presents information and asks the students to list five points from the information. The students can also go to the Listening Centre and listen to an expository text on cassette or CD/DVD. 	<p>with headphones, cushions or appropriate seating for small groups; story tapes/CDs/DVD (commercial or home-made) Listening Chart; blank cassette tapes for the students to record their own work; radio for listening to broadcasts</p>
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Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>3.4 Uses speech for self-expression and literary response</p> <ol style="list-style-type: none"> (1) Stays focused on a topic (2) Uses appropriate tone, volume and pacing when presenting or reciting literature (3) Supports an opinion with details from the oral presentation (4) Uses new vocabulary and figurative language learned from literature (5) Chooses words that will clarify, illustrate and elaborate a message (6) Participates in group oral presentations such as drama, debates etc. <p>3.5 Uses speech to evaluate and analyze critically</p> <ol style="list-style-type: none"> (1) Persuades or expresses an opinion and/or supports a position with appropriate details and examples from personal experiences, reading material and reasoning (2) Speaks with fluency, the appropriate pace, volume, tone, posture and gesture <p>3.6 Uses speech for social interaction</p> <ol style="list-style-type: none"> (1) Uses conversation conventions; e.g. taking turns without 	<p>Self Expression (drama, poetry, dialogue)</p> <p>Book reports/reviews</p> <p>Project presentation</p> <p>Text Analysis (character, setting, plot, text format, illustrations, titles, theme)</p> <p>Debating</p> <p>Conversation conventions</p>	<p>Literature, poetry, narrative text, plays</p> <p>Book report, book review, response, summary</p> <p>Character, motive, plot, setting, literary elements, themes, metaphors, similes</p> <p>Non-fiction, topic, expository text, opinion, fact, editorials, advertisements, broadcasts, television programs, essays, newspaper / magazine articles</p> <p>Persuasive texts /argument, debate, rebuttal</p> <p>Informal conversation, dialect, proverbs,</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Presents original works such as stories, poems and plays to peers and/or other audiences • Uses appropriate tone, volume and pacing when presenting or reciting literature • Orally presents book reports or reviews • Demonstrates the ability to: <ul style="list-style-type: none"> ○ describe characters, plot, setting, mood of literary texts ○ make inferences and draw conclusions about literary texts ○ compare and contrast literary texts ○ connect literary texts to personal experiences ○ formulate and ask questions to help interpret literary texts ○ discuss themes and features of literary texts • Participates in group oral presentations such as dramas, debates etc. • Analyses and explains reasons for characters actions • Persuades or expresses an opinion and/or supports a position with appropriate details and examples from personal experiences, reading material and reasoning

<p>dominating, accepting others opinions and responding appropriately</p> <p>(2) Adapts language used to a particular audience, topic or situation.</p> <p>(3) Assumes different roles in group discussions e.g. active listener, discussion leader, facilitator, reporter, gate keeper (the person who makes sure that each group member has a turn to speak) and spokes person etc.</p>	<p>Group discussions</p>	<p>idioms, sayings, informal language</p> <p>Social courtesies,</p> <p>Audience, respond, age appropriate, respect</p>	<ul style="list-style-type: none"> • Speaks with fluency, the appropriate pace, volume, tone, posture and gesture • Uses conversation conventions e.g. taking turns without dominating, accepting others opinions and responding appropriately • Shows respect for listener's age, gender, position (rank) and culture when engaged in conversation • Adapts language used to a particular audience, topic or situation. • Discusses personal texts (friendly letters, notes, cards) with the writer • Assumes different roles in group discussions e.g. active listener, discussion leader, facilitator, reporter
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Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>3.3(1)A <u>Fun ID-ea!</u>² Each student receives an ID card with information about the person and an answer card. The answer sheet contains a statement about each identity. The students have to complete their answer sheets by asking and answering questions. They are not allowed to show their ID cards to anyone and their questions must be based on information on their cards. <i>The teacher can create ID cards based on the theme being studied e.g. St. Maarten heroes. Or use the ID cards and answer sheets provided by Judith Rohlf the creator of the game.</i> At the close of the activity the answer sheets are corrected as a class. The teacher reads a statement and the student with the matching identity hands in the ID card. Two students will have the same identity as only 15 ID cards are made.</p> <p>3.3(5)A</p>	<p><i>Students need to be involved in many types of speaking activities in whole class, small group, pairs or triads. Discussions can come about from reading or listening activities or may be the result of a field trip or outdoor excursion. Discussion may be linked to a particular theme or topic being studied. Speaking for social interaction will be less formal and may often be spontaneous. The teacher needs to be alert and flexible to utilize opportunities for speaking during the day.</i></p> <p>3.3(1)A - 3.3(5)A</p> <ul style="list-style-type: none"> • <u>Talking Circles</u> Students talk about class events, news etc in small groups. • In pairs one student can give instructions for his/her partner on how to draw a picture that he/she has on his/her card or describe the picture and have his/her partner find it in his/her set. <p>3.3(1)A</p> <ul style="list-style-type: none"> • <u>Occupations</u> In order to demonstrate the game the teacher (Occupation Person) writes 5 words associated with a teacher on the chalkboard. The students can ask questions to find out the occupation (teacher) without using the words written on the chalkboard. The first student to guess the occupation becomes the next 'Occupation Person'. This activity can be done in small groups. One person is the Occupation Person and he or she chooses someone to be the Interviewer. Before the game starts each player writes a common occupation at the top of the paper and lists 5 words 	<p><u>Fun ID- ea!</u> An answer sheet per student 2 sets of ID cards (different colours)</p> <p>2 set of identical cards. A board or piece of card to separate partners</p> <p><u>Occupations</u> Paper and pencil for each player , chalkboard & chalk</p>

² This listening activity can be found at jrohlf@glodetrotter.net

<p>2 Students can present on a given topic and/or project to their classmates/</p>	<p>associated with it. The Interviewer asks questions but without using the words on the Occupation Person's list. The other players try to guess the occupation.</p> <p>3.3(4)A</p> <ul style="list-style-type: none"> • <i>Social Studies Link</i> – A student picks a card, prepares and presents information on the island without mentioning the name of the island. The other students must name the island. • <u>Show and Tell</u> Students can bring objects/materials to the class and speak about them. <p>3.4(1)A -3.4(6)A</p> <ul style="list-style-type: none"> • <u>Literature Circles</u> – During Literature Circles the students can discuss the book that the group is reading or discuss alternative endings. • <u>Cast Away</u>³ - The students pretend they are on shipwrecked on a desert island. They are to talk about common objects that they could use in different ways e.g. a fork to comb one's hair. • 3.4(4)A New words from literature can be displayed on charts in the classroom or the students can keep individual word logs. • Groups of students can have panel discussions or debates. They can also produce skits⁴, plays, puppet shows based on books read. <p>3.5(1)A</p> <ul style="list-style-type: none"> • <u>Where do we go for the holiday?</u> Each student receives a role card for a family member. They study them and prepares for a family discussion on where to spend the vacation. 	<p>Cards with the names of Caribbean islands</p> <p>Novels, short stories, chapter books read in class</p> <p>Role cards for family members with reasons for going or not going on vacation</p>
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³ 'Cast Away' This can be found at www.onestopenglish.com

⁴ This web site has many ideas for speaking which can be adapted: www.teachingideas.co.uk

	<p>The topics can vary e.g. how to spend \$100,000 that was inherited by the father.</p> <ul style="list-style-type: none"> • Students can be asked to give a short speech about their likes and dislikes⁵ <p>3.6(1)A -3.6(3)A</p> <ul style="list-style-type: none"> • Conversation conventions need to be taught. A chart outlining them can be displayed in the classroom. <i>During group discussions the teacher needs to be aware of times when teaching points can be taught.</i> • <i>The use of roles such as discussion leader, reporter or task manager facilitates the learning of conversation skills.</i> • Older students can tell stories to younger students. • The students can be given cards with roles on them. The students are grouped in pairs and they must create a dialogue between them. <i>Role cards can be adjusted to align them with the theme being used. They can also be characters from literature.</i> 	<p>Index cards with roles on them e.g. babysitter, 4year old, grandfather etc. Costumes, clothes, props</p>
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⁵ Likes & Dislikes eslflow.com

Domain: Oral Linguistic Skill

Glossary

Attentive listening:	Paying attention and asking questions for full understanding of what is heard.
Bias:	An opinion or view about a topic
Broadcast:	A single radio or television program
Character:	A person or animal in a play, poem, story or book
Colloquial:	Informal speech; everyday talk
Comprehension:	The ability to understand or extract meaning from texts and to demonstrate that understanding
Debate:	A public argument for and against a question or statement in a meeting
Dialect:	A form of speech spoken in a certain district or by a certain group of people
Dramatic reading:	A strategy whereby students are able to read the dialogue in a given text in character
Editorial:	An article in a newspaper or magazine that states the editor's opinion on a particular topic
Expository text:	A non-fiction text that explains something or gives information
Fiction:	Literature that is imaginary
Formal:	Speech that conforms to rules and conventions of grammar
Formal debate:	A contest between two sides to see which has more skill in speaking and reasoning
Genre:	Kind or sort of literature e.g. narrative, science fiction, folk tale, fable
Gesture:	A movement of the hands or arms or other body part used instead of words or with words to express an idea or feeling
Idioms:	A phrase or expression that cannot be defined by the meanings of the words in it e.g. <i>give in</i>
Infer:	To suggest indirectly, to imply;
Inference:	An assumption based on observations of facts, underlying message
Informal:	Speech used in everyday talk, colloquial
Literal Comprehension:	Comprehending the exact words of a passage i.e. <i>not inferring or reading between the lines</i>
Literary elements:	Characteristics or parts of a work of literature e.g. plot, setting, character
Main idea:	The most important concept in a piece of writing
Metaphor:	A figure of speech where a word or phrase usually meaning one thing is compared to another. It says

one thing is another. For example; ‘*He was a lion in battle.*’ ‘*He*’ was being compared to a lion.

- Moral:** The lesson, inferred meaning or teaching of a fable or story
- Motive:** The reason, thought or feeling that makes a person active; the author’s reason for writing
- Multi-media:** Using a combination of various types of media such as tapes, film, news clips to communicate
- Narrative:** A story or account
- Narrator:** The person who tells the story
- Novel:** A long, fictitious story dealing with characters, situations and scenes that represent real life
- Opinion:** What one thinks or believes
- Paraphrase:** To state the meaning of a written or spoken passage in other words
- Plot:** The plan or main action of a play, story or novel
- Proverbs:** A short or wise saying e.g. *Manners maketh man.*
- Rebuttal:** The act of disproving the evidence put forward by the other side in a debate
- Setting:** The place where a story happens
- Simile:** A statement saying that one thing is like another; a comparison between two unlike things using ‘like’ or ‘as’; e.g. *as brave as a lion, as hard as nails*
- Slang:** Words, phrases or meanings that are new, flashy and popular usually for a short time.
- Social courtesies:** Polite behaviours e.g. not interrupting a speaker or speech e.g. using phrases such as *excuse me*
- Standard English:** The English language as it is currently spoken or written in keeping with rules of grammar
- Supporting details:** Facts that help the reader understand the main idea

Questions to Think about When Listening

Before	During	After
What is the speaker’s purpose?	Is my listening strategy working?	Do I have questions for the speaker?
Why am I listening?	Am I categorizing the information?	Was any part of the message unclear to me?
Do I need to make notes?	Is the speaker giving me clues about how the message is organized?	Are my notes complete?
Which listening strategies should I use?	Is the speaker giving me non-verbal clues by his gestures or facial expression?	Did I make a good choice of listening strategies?
Which strategy is best for me to use?	Is the tone of the speaker giving me other clues?	Why or why not?

CHECKLIST FOR LANGUAGE AND COMMUNICATION

Behaviours	Names of Children												
Write date when skill is mastered													
ORAL LINGUISTIC SKILLS													
Listening and Responding													
Focuses on the speaker without interrupting.													
Listens attentively to oral presentations.													
Identifies message heard													
Identifies the type of language used in the oral presentation													
Identifies the persuasive techniques of the speaker													
Identifies the speaker's intent, attitude and perspective													
Responds to information heard													
Listening Comprehension													
Listens, restates, and follows directions (one, two or multi-step).													
Listens to a presentation and summarizes the main idea/supporting details etc.													
Listens and contributes during a discussion													

Interprets and applies what was heard to a new situation and or problem solving													
Listens and draws inferences on what was heard													
Listens and formulates appropriate questions needed for clarification													
Listens and takes relevant notes on formal and informal presentations													
Listens and identifies factors that influence the message heard (dialect, language style, setting, word choice)													
Speaking													
Presents original work to peers and/or other audiences													
Uses appropriate tone, volume and pacing when presenting or reciting literature													
Orally presents book reports or reviews													
Describes characters, plot, setting, mood of literary texts													
Make inferences and draw conclusions about literary texts													
Compares and contrasts literary texts													
Connects literary texts to personal experiences													
Formulates and asks questions to help interpret literary texts													

Discuss themes and features of literary texts													
Participates in group oral presentations													
Analyses and explains reasons for characters actions													
Persuades or expresses an opinion and/or supports a position with appropriate details and examples from personal experiences, reading material and reasoning													
Speaks with fluency, the appropriate pace, volume, tone, posture and gesture													
Uses conversation conventions													
Shows respect for listener's age, gender, position (rank) and culture when engaged in conversation													
Adapts language used to a particular audience, topic or situation.													
Discusses personal texts with the writer													
Assumes different roles in group discussions													

Domain: Reading Skill

Standard 4: The student can apply general skills and strategies of the learning process.

(Phonics and Decoding) (4.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>4.1 Decodes unfamiliar developmentally appropriate words by using knowledge of:</p> <ol style="list-style-type: none"> (1) letter-sound correspondence (2) syllabification and rhyme (3) word structure (4) grammar (5) word Meaning <p>4.1(6) Uses a combination of word recognition skills and strategies to accurately decode unfamiliar words quickly</p>	<p style="text-align: center;"><u>Phonics</u></p> <p>Review of letter sounds learnt in Cycle One</p> <p>Two/three letter consonant blends</p> <p>Consonant variants</p> <p>Vowel diagraphs, diphthongs</p> <p>‘Schwa</p> <p>Inflectional Endings</p> <p>Hard and soft ‘c’ and ‘g’ blends</p> <p>R’ controlled vowels</p> <p>Alignment of spelling and sound patterns</p> <p>Syllabication Rules</p> <p><u>Word Structure</u></p> <p>Plurals</p> <p>Base/root words</p> <p>Prefixes/Suffixes</p> <p>Use of the apostrophe</p> <p>Abbreviations</p> <p>Diacritical marks</p> <p>Parts of Speech</p> <p><u>Word Meaning</u></p> <p>Synonyms/antonyms/</p> <p>Homonyms/homographs</p> <p>Words with multiple meanings</p> <p>Use of reference materials</p> <p>Context clues</p>	<p>Consonant, vowel</p> <p>Letter sound</p> <p>Onset/rime</p> <p>Phoneme/blend</p> <p>Diagraph/diphthong</p> <p>Inflectional ending</p> <p>Prefix/suffix</p> <p>Syllable</p> <p>Synonym/Antonym</p> <p>Homonym</p> <p>Homophone</p> <p>Sound/spelling pattern</p> <p>Apostrophe</p> <p>Compound word</p> <p>Root/base word</p> <p>Plural/singular</p> <p>Context clue</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Uses letter-sound correspondence to decode unfamiliar words • Syllabication and rhyme to decode unfamiliar words • Uses word structure to decode unfamiliar words • Uses grammar to decode unfamiliar words • Uses word meaning to decode unfamiliar words • Combines various skills and strategies to decode unfamiliar words • Decodes unfamiliar, developmentally appropriate words accurately and quickly

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>4.1(1)A <u>Detective Teams</u>⁶ The class is divided into ‘detective teams’ of three or four players. Each player is given a hard or soft sound (‘c’ or ‘g’) and asked to brainstorm as many words as possible that begin with that sound. At the end of a given (short) time, lists are compared (within teams then within the whole class).</p> <p>4.1(5)A <u>Bluff</u>⁷ This game helps students to learn new vocabulary. Students are divided into teams of four and each given one word. Each student looks up the definition of his/her word and writes it on an index card. One student takes the real definition card and then the team works to create three false definitions. Student teams then present their definitions to the rest of the class. The other student teams must guess who has the real definition. Points can be awarded to the team who identifies the real definition.</p>	<p><i>Phonics instruction is heavily emphasized in Cycle I to provide a solid foundation for advanced decoding skills. The teacher is advised to assess the level of phonics knowledge before deciding on phonics concepts or programs to use. Games involving flash cards, Bingo or Word Tic Tac Toe can provide fun ways of learning phonemes, onsets and rimes.</i></p> <p>4.1(2)A Students should be taught syllabication rules e.g. divide a word between two like consonants, lit-tle. Once they have been taught several rules they can play ‘Odd Man Out’. Lists of words are given and they must decide which word does not follow the particular syllabication rule being demonstrated.</p> <p>4.1(3)A Ask groups of students to find compound words that fit into various categories e.g. people, places, things, times and then write riddles about the compound words found.</p> <p>4.1(4)A</p> <ul style="list-style-type: none"> • Fold a sheet of paper like a fan into 5 parts. Make groups of 5. The first person writes an article, the second an adjective, the third a noun, the fourth a verb and the fifth an adverb. The resulting sentences created can be very amusing as each person will not see what the previous person has written. • <u>Word Bags</u>⁸ <p>Label each of eight bags with different parts of speech</p>	<p>Phonics Games –teacher-made or commercial Flashcards of phonemes, onsets and rimes Word lists (can be generated by students) Index cards</p> <p>Eight brown paper lunch bags, index cards,</p>

⁶ Taken from ‘The Threads of Reading Strategies for Literacy Development’ by Karen Tankersley published by ASCD 2003

⁷ Taken from ‘The Threads of Reading Strategies for Literacy Development’ by Karen Tankersley published by ASCD 2003

⁸ Taken from http://www.education.com/activity/article/play_word_bags_third/

	<p>(nouns, verbs, adjectives, adverbs, pronoun, preposition, conjunction, interjection). Write words on index cards (10 – 20 for each part of speech). Students can then place the appropriate cards in the bags. After all the words have been used, let each student pick one word from each bag and make a sentence. The student who makes the longest sentence by using most of the words is the winner of the round. If one child is participating, after a few sentences have been made, the words can be mixed up and put back in the bags.</p>	<p>markers</p>
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Standard 4: The student can apply general skills and strategies of the learning process.

Fluency (4.2)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
4.2 Reads developmentally appropriate (1) sight words automatically (2) texts accurately, and smoothly at an appropriate pace. (3) texts with expression	<u>Sight words</u> High frequency words Words from content areas Oral and Silent Reading	Pace \Speed Expression Sight words Decodable words	Teacher observes and records when a student: <ul style="list-style-type: none"> • Reads developmentally appropriate sight words automatically • Reads developmentally appropriate texts with expression

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<u>Shared Reading</u> During readings the teacher can ask the students to summarize parts of the text read. Sentences can be written on the chalkboard and students can read them with different voices, dialects or characters. <u>Choral reading</u> Find books with many characters and substantive dialogue. As the story is read assign students to different characters. Let the students practice reading their character's words until	<i>Fluency is not developmental. It depends on the reader's level of understanding of the text i.e. vocabulary, content and background knowledge. It also depends on the purpose for reading and the type of text and practice</i> <i>During 'Read Aloud' teachers can model fluent reading so that students become aware of how to read fluently.</i> 4.2(1)A – 4.2(3)A To help students understand the effects of punctuation, the same sentence can be read with commas or other punctuation marks placed in different positions. Reading pairs/Buddies can practice reading with each other. <u>Echo Reading</u> ⁹ The teacher reads a sentence of the text modeling reading fluency and the student echoes the teacher's	Book with various types of text Books with cassette tapes

⁹ Taken from 'Diagnostic Teaching of Reading' by Barbara J. Walker published by Merrill – Prentice Hall Inc. Pearson 2000

everyone is comfortable reading the text. The final reading can be taped or the students can make a 'radio play'	model. <u>Chunking</u> is closely related but the teacher reads modeling 'chunks' of the sentence increasing the number of sentences 'chunked' as the student becomes more fluent. In <u>Impress Method</u> the teacher reads with the student but slightly louder and ahead modeling fluency and expression.	
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Standard 4: The student can apply general skills and strategies of the learning process.

Vocabulary Development (4.3)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>4.3 Learns new vocabulary by;</p> <p>(1) direct and indirect ways:</p> <p>(2) using word structure to learn the meaning of words</p> <p>(3) using background knowledge and experiences to help understand new words and ideas in texts read</p> <p>(4) reading a variety of texts by different authors</p> <p>(5) using context clues and other strategies to find the meaning of new words</p> <p>(6) using different reference material to find the meanings of new vocabulary</p> <p>(7) identifying specific vocabulary that causes comprehension difficulties</p>	<p><u>Sight words</u></p> <p>High frequency words</p> <p>Words from content areas</p> <p><u>Use of reference materials</u></p> <p>Dictionaries</p> <p>Glossaries</p> <p>Thesauruses</p> <p>Content pages</p> <p>Electronic resources</p> <p>Use of context clues</p>	<p>Sight words</p> <p>High frequency words</p> <p>Root/prefix/suffix</p> <p>Context clues</p> <p>Genre</p> <p>Definition/meaning</p> <p>Strategy</p> <p>Context clue</p> <p>Alphabetical order</p> <p>Dictionary/thesaurus/glossary</p>	<p>Teacher observes and records when a student learns new vocabulary by:</p> <ul style="list-style-type: none"> • indirect methods • using word structure to learn the meaning of words • using background knowledge and experiences to help understand new words and ideas in texts read • reading a variety of texts by different authors • using context clues and other strategies to find the meaning of new words • using different reference material to find the meanings of new words <p>Teacher observes and records when a student;</p> <ul style="list-style-type: none"> • Can identify specific vocabulary that causes comprehension difficulties and use a strategy to find the meaning of new words

Suggested Experiences																					
Whole Class	Small Group / Centres	Resources																			
<p>4.3A Explicit teaching of new words</p> <p><u>I'm Thinking of a Word</u> The teacher looks around the classroom and says "I'm thinking of a word that has three syllables" the student who guesses the word chooses the next word.</p> <p><u>Daily Mystery Word</u> The teacher chooses one of the new words that has been introduced previously and gives the students clues about it. At the end of the day the teacher asks the students to say the word and use it in a sentence.</p> <p><u>Feature Analysis Grid</u>¹⁰ Using a feature analysis grid(see Resources) key words from content areas are graphed and compared as to how they are alike and different. Characteristics can be added to the grid as necessary e.g. 'Sand' can be added to the 'Important Characteristics' of landscapes because deserts have sand</p>	<p><i>Students learn new vocabulary indirectly through conversation, being read to or reading new words in context. Words are learned directly by explicit teaching or by using reference material to find the meanings of new words.</i></p> <p><i>There are stages of vocabulary acquisition;</i></p> <ul style="list-style-type: none"> • <i>No knowledge of a word</i> • <i>Hearing the word but unsure of the meaning</i> • <i>Having a vague idea of the meaning</i> • <i>Understanding the meaning of the word and using it as part of listening, speaking, reading or writing vocabularies.</i> <p><i><u>If the words are not used they fade from memory.</u></i></p> <p>4.3(3)A Let students become etymologists and research the history or origin of certain words. Have students keep word logs in which they write new words that they encounter when reading. They must write the words in alphabetical order (like a dictionary) they must also write the meaning or draw a picture that helps them remember the meaning. Older students can also use diacritical marks to show pronunciation as well as use the word in a sentence.</p>	<p>Commercial Word Board games such as Scrabble, Anagrams, Pictionary, Boggle, Hangman</p> <p>Word Dominoes (matching words and their definitions)</p> <p>Dictionaries, thesauruses, class-made word books</p> <p>Word walls</p> <p>Feature Analysis Grid CATEGORY: LANDSCAPES</p> <table border="1"> <thead> <tr> <th rowspan="2">New & known Words</th> <th colspan="4">Important characteristics</th> </tr> <tr> <th>Trees</th> <th>Water</th> <th>Rocks</th> <th>Snow</th> </tr> </thead> <tbody> <tr> <td>Mountains</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> </tr> <tr> <td>Deserts</td> <td>-</td> <td>-</td> <td>-</td> <td>?</td> </tr> </tbody> </table>	New & known Words	Important characteristics				Trees	Water	Rocks	Snow	Mountains	+	+	+	+	Deserts	-	-	-	?
New & known Words	Important characteristics																				
	Trees	Water	Rocks	Snow																	
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¹⁰ Taken from 'Diagnostic Teaching of Reading' by Barbara J. Walker published by Merrill – Prentice Hall Inc. Pearson 2000

<p>whereas mountains do not. A ‘?’ denotes an uncertain response by the students when filling in the grid.</p> <p>4.3(5)A <u>Cloze Instruction</u></p> <p>The teacher chooses a text of 200-400 words and deletes targeted words from it, inserting blanks for the deleted words. The students are asked to fill in the blanks. Choices of words are reviewed allowing the students to talk about how they decided on the words that they chose.</p>		
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Standard 4: The student can apply general skills and strategies of the learning process.

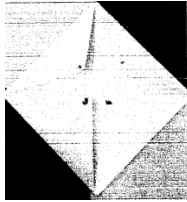
Comprehension (4.4)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>4.4(1) Reads a variety of developmentally-appropriate texts for different purposes.</p> <p>4.4(2) Links texts read with personal experiences and background knowledge</p> <p>4.4(3) Uses different comprehension strategies to monitor and reflect on his/her understanding of the text</p> <p>4.4(4) Uses knowledge of text structures to understand the text</p> <p>4.4(5) Uses knowledge of grammar, phonics and vocabulary to understand the text</p> <p>4.4(6) Summarizes the main idea and details from narrative and expository texts</p> <p>4.4(7) Reads texts and asks questions to clarify understanding</p> <p>4.4(8) Participates in group discussions about developmentally appropriate texts</p> <p>4.4(9) Demonstrates comprehension of texts by responding in different ways</p>	<p>Oral and Silent Reading</p> <p>Summarization</p> <p>Main Idea/supporting details</p> <p>Questioning/visualization</p> <p>Predicting and inferring</p> <p><u>Textual features</u></p> <p>Illustrations/charts/diagrams, keys</p> <p>Content page, index, headings</p> <p>Genre</p> <p>Print (italics/bold)</p> <p>Fact/opinion</p> <p>Reality/fantasy</p> <p><u>Linguistic features</u></p> <p>Parts of speech</p> <p>Sentence structure</p> <p>Punctuation</p> <p>Figurative speech</p> <p><u>Self Monitoring Strategies</u></p> <p>Questioning</p> <p>Rereading</p> <p>Reading on</p> <p>Decoding/word substitution</p> <p>Group discussion</p>	<p>Parts of speech (noun, verb, adjective, adverb, pronoun, conjunction, preposition)</p> <p>Punctuation (period/full-stop (.), comma (,), exclamation mark (!), colon (:), semi-colon (;), quotation/speech marks (“Hi”))</p> <p>Text, phrase, sentence, statement, question, paragraph, illustrations, diagrams, charts, bullets, italics, bold</p> <p>Main idea, supporting details, fact, opinion, cause/effect,</p> <p>Question, predict, infer, conclude, summarize</p> <p>Fiction/narrative text</p> <p>Non-fiction/ factual, informational/expository text</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Reads a variety of developmentally-appropriate texts for different purposes • Links texts read with personal experiences and background knowledge • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text • Uses knowledge of text structures to understand the text • Uses knowledge of grammar, phonics and vocabulary to understand the text • Summarizes the main idea and details from narrative and expository texts • Reads texts and asks questions to clarify understanding • Participates in group discussions about developmentally appropriate texts • Demonstrates comprehension of texts by responding in different ways

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p><u>Setting the Purpose for Reading</u> Is the reading going to be for:</p> <ul style="list-style-type: none"> • enjoyment? • answering questions? • completing a graphic organizer? • making a summary of information? • studying for a test? • response to a personal communication? <p>4.4(1)A Cooperative learning techniques such as KWL, graphic organizers and outlines</p> <p>4.4(2)A <u>Visualization</u> The teacher helps the students to form mental images about the text</p> <p>4.4(3)A</p> <ul style="list-style-type: none"> • Webbing • Retelling • Writing pre-reading and post- reading questions <p>4.4(9)A</p> <ul style="list-style-type: none"> • Making advertizing posters • Writing Summary Journals • Time Lines • Listing character traits of 	<p><i>All good readers read for a specific purpose and connect to the text being read. They also monitor their comprehension as they read, visualizing the information and linking it to what they already know in order to comprehend. The teacher’s role is to help the student become a thoughtful reader and to provide strategies to help them connect with various texts. Before beginning any reading the teacher must determine a purpose for reading.</i></p> <p>4.4(1)A The teacher models how to select a book for enjoyment (focus on the title/author; search for summative information on the back cover of cover flap; browse a chapter, check the chapter headings). Students can be taken to the library for a tour and demonstration on where to look for different texts.</p> <p>4.4(6)A</p> <ul style="list-style-type: none"> • <u>Herringbone Technique</u>¹² The student is able to identify the main idea plotting answers to ‘wh’ questions and then writing a sentence of the main idea. • <u>Sequencing sentences from the text</u> • <u>Recording story elements</u> • <u>Cutting Out the Main Idea</u>¹³ 	<p>Narrative texts of different genre Informational texts Various types of graphic organizers</p> <div style="text-align: center;"> <p style="text-align: center;">Herringbone</p> </div>

¹² Taken from ‘Diagnostic Teaching of Reading’ by Barbara J. Walker published by Merrill – Prentice hall Inc. Pearson 2000

¹³ Taken from http://www.education.com/activity/article/three_ways_practice_main_idea_third/

<p>the main characters</p> <ul style="list-style-type: none"> • Story maps • Creating a story sequel • Drawing, drama, song <p><u>Story Pyramid</u>¹¹</p> <p>Line 1-name of main character Line 2 – 2 words describing the main character Line 3 -3 words to describe the story setting Line 4 – 4 words about the problem Line 5 – 5 words about the first major event Line 6 – 6 words about the second major event Line 7 -7 words about the third major event Line 8- 8words about the resolution</p>	<p>Photocopy a paragraph from an expository text. Cut up the paragraph into sentences and then mix them up. The student is asked to identify the topic sentence and then put all the sentences in the correct order.</p> <ul style="list-style-type: none"> • <u>Topic Match –up</u>¹⁴ <p>Write some topic sentences on separate index cards and then write some supporting details to match the topic sentences on other cards. Mix up the cards and turn them upside down. The student must turn up the cards and match topic sentences with the correct supporting details.</p> <p>4.4(8)A Literature Circles</p> <p>4.4(9)A <u>Make a Book Square</u>¹⁵</p> <p>Cut an 8 ½ inch square out of paper, Fold it in fourths, like an envelope, and open it. Write the numbers 1 – 4 on the outside flaps. Open the square. In the centre write the title of the book and a sentence describing the main idea. As the student/s read chapters of a book allow them to write important events (flap #1 from the beginning, flaps #2 & #3 from the middle and flap#4 from the end). The completed square can be shared with other students or put in a reading centre.</p>	<p>Book Square</p> 
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¹⁴ Taken from http://www.education.com/activity/article/three_ways_practice_main_idea_third/

¹⁵ Taken from [http://www.education.com/activity/article/make\)_a_book_square/](http://www.education.com/activity/article/make)_a_book_square/)

Standard 4: The student can apply general skills and strategies of the learning process.

Critical Analysis and Evaluation (4.5)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>4.5(1) Evaluates information read by identifying:</p> <p>a. essential/non-essential information</p> <p>b. author's purpose</p> <p>c. themes</p> <p>d. facts, opinions, perspectives</p> <p>4.5(2) Makes and supports judgments about ideas and concepts presented in the text read</p> <p>4.5(3) Analyzes ideas and information presented in the text and compares it to personal experiences and knowledge</p> <p>4.5(4) Compares and contrasts the works of one and/or different authors</p> <p>4.5(6) Responds to text by creating a different art form e.g. cartoon, speech, news article</p>	<p>Author's purpose</p> <p>Essential/non-essential details</p> <p>Reality v. fantasy</p> <p>Facts v. opinions</p> <p>Comparison and contrast</p> <p>Interpretation of texts</p> <p>Accuracy of informational texts</p> <p>Presentation of themes</p> <p>Critique</p> <p>Identification of explicit versus implicit information</p>	<p>Purpose for writing, persuade</p> <p>Plot, character, setting, mood, problem, resolution</p> <p>Theme, idea, concept, fact, opinion, argument,</p> <p>Point of view, quotation, interpretation, support</p> <p>Compare, contrast, works,</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Evaluates information read • Makes and supports judgments about ideas and concepts presented in the text read • Analyzes ideas and information presented in the text and compares it to personal experiences and knowledge • Compares and contrasts the works of one and/or different authors • Responds to text by creating a different art form based on ideas in the text

Suggested Experiences		
Whole Class	Small Group / Centres	Resources

<p>Students can create 5 interview questions to ask the main character of the book.</p> <p>4.5(2)A Students can act as a book critic and write a critic of the book</p>	<p><i>Good readers are able to remember and discuss in depth what they have read</i></p> <p><u>Pair and Share</u> Students form groups to share questions and ideas from or about the text and discuss them.</p> <p>4.5(1)dA Social Studies Link <u>Fact or Inference</u>¹⁶ Before doing this activity let students cut out news articles and identify the conclusion and supporting details. Pick a newspaper article about the environment and let students read it. Help students to formulate a conclusion and let them explain what helped them reach that conclusion. The student can create a web chart to display his/her ideas. The conclusion is placed in the middle of the chart and statements that support the conclusion are written in ovals around the conclusion and linked to it with a line. Discuss inferences with the students. The students can then draw inferences from the newspaper article and write them in boxes on the chart. The boxes can be linked to the conclusion with lines.</p>	<p>Narrative and Expository texts</p>
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Standard 5: The student can apply different reading skills and strategies to read and interpret fictional texts.
(5.1)

¹⁶ Taken from http://www.education.com/activity/article/Fact_or_Inference_fifth/

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>5.1(1) Selects and reads literary works for personal enjoyment.</p> <p>5.1(2) Reads and interprets narrative texts from a variety of genre</p> <p>5.1(3) Reads silently</p> <p>5.1(4) Reads aloud from a variety of genre using proper pronunciation and intonation</p> <p>5.1(5) Identifies the use of literary devices in a particular text</p> <p>5.1(6) Identifies and interprets story elements</p> <p>5.1(7) Identifies and discusses various features of poems read.</p> <p>5.1(8) Compares and contrasts literary works</p> <p>5.1(9) Uses previous readings and personal experiences to understand and compare literature</p>	<p><u>Narrative Texts</u> Fairy tales Plays Myths Fables/parables Folk tales / legends Adventure / Mystery Science Fiction Traditional stories (tall tales, trickster tales) Realistic / historical fiction</p> <p><u>Literary Devices</u> Simile, metaphor, personification, voice</p> <p><u>Story Elements</u> Character, setting, plot, mood, problem/conflict, events, solution/resolution theme</p> <p><u>Poetry</u> Shape poems, calligram, cinquain, free verse, haiku, ballad, narrative verse, rap</p> <p><u>Poetic Features</u> Rhyme, rhythm (metre), alliteration, onomatopoeia, rhyming couplets, verse</p>	<p>Personal preference, response, audience, story map</p> <p>Legend/myth, parable, novel, narrative, fantasy, sequel, science-fiction, novel,</p> <p>Play, script, dialogue, monologue,</p> <p>Language play, simile, metaphor, personify,</p> <p>Character, setting, plot, major events, problem/resolution, mood, theme, voice</p> <p>Calligram, free verse, haiku, cinquain, rhyming couplet, stanza, verse, ballad, song, chorus</p> <p>Alliteration, onomatopoeia, imagery, voice, metre, rhythm, rhyme, rhyming couplets</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Selects and reads literary works for personal enjoyment. • Reads and interprets narrative texts from a variety of genre • Reads silently • Reads aloud from a variety of genre using proper pronunciation and intonation • Identifies the use of literary devices in a particular text • Identifies and interprets story elements • Identifies and discusses various features of poems read. • Compares and contrasts literary works • Uses previous readings and personal experiences to understand and compare literature

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>5.1A Reading Workshop A Reading Workshop is a structured reading lesson format consisting of:</p> <ul style="list-style-type: none"> Mini-lessons Reading Time (Read Aloud, Guided Reading, Independent Reading Time) Strategy lessons Sharing Time (Whole class or small groups) <p>5.1(3) Sustained Silent Reading (This can be done on a school wide basis)</p> <p>5.1(4)</p> <ul style="list-style-type: none"> • Readers Theatre / • Story Drama • Choral Reading 	<p><i>‘Read Alouds’ provide the opportunity for the teacher to model correct reading behaviours and build the knowledge required for success in reading.</i></p> <p>5.1 (1)A Students can keep ‘Journals’ or ‘Reading Logs’. They can also use ‘sticky notes’ to record their feelings, unknown vocabulary and specific events as they read.</p> <p>5.1(2)A Box the Book The teacher makes a list of narrative text titles on index cards. Students are then asked to sort the cards and then classify them according to the genre.</p> <p>5.1(5)A Ask students to find three examples of the interesting use of language (e.g. personification, metaphor, simile etc.)</p> <p>5.1(6)A</p> <ul style="list-style-type: none"> • <u>Recording Story Elements</u>¹⁷ Students are given different coloured sticky notes. The teacher poses questions such as ‘Who is the main character?’ or ‘What was the problem?’ After students have answered the given questions a discussion on the results takes place • <u>Graphic Organizers/ Story Mapping</u> • <u>Book Reports</u> • <u>Character Diary</u> Students can write the diary of one of the characters in the story. • The student can draw a picture of one of the characters and find three things that the author says 	<p>Different narrative genre Different types of poems Examples of graphic organizers Dictionaries Reading Centre Timer or signal for ending Sustained Silent Reading Sets of the same book (5 or 6 copies for a group)</p> <p>Sticky Note Pads</p> <p>Story Maps</p>

¹⁷ Taken from ‘Threads of Reading Strategies for Literacy Development’ by Karen Tankersley published by ASCD 2003

	<p>about the person.</p> <p>5.1(7)A After reading a poem students can discuss its specific features.</p> <p>5.1(8)A Students can use Venn Diagrams to compare:</p> <ul style="list-style-type: none"> • Stories with the same theme • Books by the same author • Books by different authors • Different genre • Characters <p>5.1(9)A Students can write critiques of books.</p> <ul style="list-style-type: none"> • <u>Starting in the Wrong Place</u> <p>The teacher reads aloud to the students. The starting point for the reading is the second or third chapter. The students are asked to tell what might have happened before.</p> <ul style="list-style-type: none"> • <u>Writing Book Covers</u> or drawing illustrations for a book 	
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Standard 6: The student can apply different reading skills and strategies to read and interpret informative texts.
(6.1)

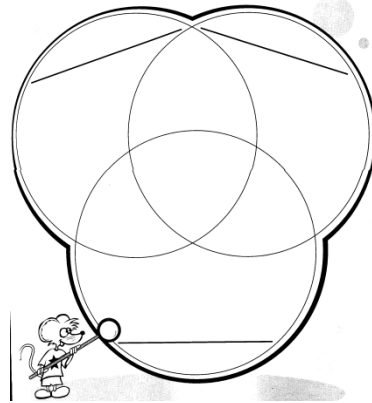
Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>6.1(1) Scans an informative text and decides if the text is appropriate for the purpose of reading.</p> <p>6.1(2) Identifies, explains and uses text features, such as captions, charts, tables, maps, notes and other graphics, to retrieve information</p> <p>6.1(3) Identifies, explains and uses text organizational features, such as table of contents, index, chapter headings etc., to retrieve information</p> <p>6.1(4) Distinguishes between relevant and irrelevant information in expository texts</p> <p>6.1(5) Compares and contrasts information from different informational texts</p> <p>6.1(6) Applies thinking skills to interpret facts and ideas from informational texts</p>	<p><u>Informative Texts</u> Content Area texts Reports Dictionaries / thesauruses Written instructions (rules, recipes, directions) Letters Encyclopedias / Indexes Media articles (newspapers, magazines etc) Persuasive writing (advertisements, flyers, notices) Discussion texts (debates, editorials) Autobiographies / biographies / diaries / journals Records of events of observations Notices / public information documents IT sources.</p> <ul style="list-style-type: none"> • Main Idea / details • Summarization • Cause and Effect • Comparison and Contrast 	<p>Scan, skim</p> <p>Encyclopedia, thesaurus, dictionary</p> <p>Autobiography, biography, commentary</p> <p>Argument, debate, discussion, editorial, opinion, point of view Structure, summary, synopsis, appendix, appendices, footnote</p> <p>Asterisk (*), bullet points, italics, bold print, parentheses (), brackets [], acronym, flow chart, glossary, heading, index, key phrase/word, caption, content page, diagram</p> <p>Persuasive writing, extract</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Scans an informational text and decides if the information is appropriate • Identifies text features • Explains and uses text features to retrieve information • Identifies organizational features of informational texts • Explains and uses text organizational features to retrieve information • Distinguishes between relevant and irrelevant information in expository texts • Compares and contrasts information from different informational texts • Applies thinking skills to interpret facts and ideas from informational texts

Suggested Experiences																							
Whole Class	Small Group / Centres	Resources																					
<p>6.1(1)A & 6.1(3)A The teacher demonstrates how to scan an informational text to find out if it has the information she/he needs. She / He looks at the title of the book, the contents page, chapter headings/subheadings, graphics and cover flaps to find out if the book has the information sought.</p> <p>6.1(6)A In some content areas students have to summarize what they learnt from a particular text. The teacher can model the use of the graphic organizer¹⁸ to help the students make notes. In the first column record notes about the reading, in the second column record questions or comments and in the third column write key vocabulary and the meanings.</p> <table border="1"> <tr> <td colspan="3">Topic: _____</td> </tr> <tr> <td>Notes</td> <td>Information & Content</td> <td>Key Words</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Topic: _____			Notes	Information & Content	Key Words				<p><i>There are many ways to teach students about the structure of informative texts but it is more important that the students have a feel of what to expect from an informative text by reading as many informative texts as possible.</i></p> <p>6.1(2)A / 6.1(3)A</p> <ul style="list-style-type: none"> The teacher uses a graphic organizer to help students retrieve information from an informative text. Give students any graphic or table and ask them questions or let them write what they learnt from it <p>6.1(4)A</p> <ul style="list-style-type: none"> During ‘Guided Reading’ the teachers presents a passage from an expository text for the group to read. In a group of four students, one is assigned the task of recording what the other group members say. The other members are given three minutes to state the major points of the passage. The recorder writes what each member says (not ideas that are repeated). The teacher corrects inaccurate information and then lets the students organize and sequence the relevant information. <u>Post Reading –Three Point Review</u> Students are placed in groups of three. Two students have a checklist. The third student reviews the chapter and tells the others in the group everything he/she remembers. Students 1 & 2 check off what was said to see if it is aligned with their check lists and asks 	<p>Different types of informational texts</p> <p>Graphic Organizers</p> <table border="1"> <thead> <tr> <th>Text Format</th> <th>Purpose How does this help me read and understand the information?</th> </tr> </thead> <tbody> <tr> <td>Table of Contents</td> <td></td> </tr> <tr> <td>Headings</td> <td></td> </tr> <tr> <td>Bold and /or italicized words</td> <td></td> </tr> <tr> <td>Graphics / illustrations</td> <td></td> </tr> <tr> <td>Glossaries</td> <td></td> </tr> </tbody> </table> <pre> graph LR Topic[Topic] --- D1[Detail or fact] Topic --- D2[Detail or fact] Topic --- D3[Detail or fact] Topic --- D4[Detail or fact] </pre> <p>Checklists of words or phrases that represent the major ideas and information in a chapter being studied</p>	Text Format	Purpose How does this help me read and understand the information?	Table of Contents		Headings		Bold and /or italicized words		Graphics / illustrations		Glossaries	
Topic: _____																							
Notes	Information & Content	Key Words																					
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Glossaries																							

¹⁸ Taken from “The Big Book of reproducible Graphic Organizers by Jennifer Jacobson & Dottie Raymer - Scholastic

questions about what was not checked. The checklists are discussed with Student 3 so that he/she can learn relevant information.

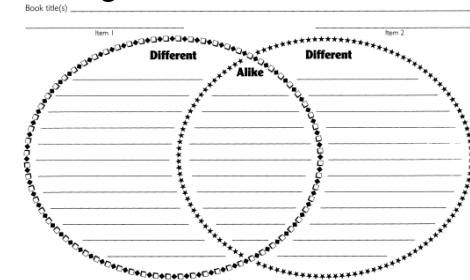
6.1(5)A Let students use Venn diagrams to compare and contrast information from different texts.



6.1(6)A

- Let students read a fictional report of an event e.g. Andrew Salkey’s ‘Hurricane’ and then a newspaper article of an actual event e.g. Hurricane Luis and compare the two.
- Students can use graphic organizers to summarize main ideas and details of texts.
- *Social Studies Link*
After reading about different cultures, places, events or geographic regions the students can fill in the following graphic organizer²⁰.

Graphic Organizers²¹ Venn Diagrams



What's in a Name?

Title of book or chapter _____

Does the title of this book or chapter give any clues in helping you decide what the main idea is? Explain.

Key event or detail

Key event or detail

Key event or detail

Key event or detail

What's the main idea?

¹⁹ Taken from “The Big Book of reproducible Graphic Organizers by Jennifer Jacobson & Dottie Raymer - Scholastic

²⁰ Adapted from ‘Window Frames’ Pages 38 & 39 of “The Big Book of reproducible Graphic Organizers by Jennifer Jacobson & Dottie Raymer - Scholastic

	<i>Items to compare</i>	<i>Characteristics of the items to compare</i>				

²¹ Taken from 'Graphic Organizers and Activities for Differentiated Instruction in Reading – Grades 4-8' by Nancy L. Witherell & Mary C. McMackin - Scholastic

Domain: Reading Skill

Glossary

Acronym:	A word formed from the first letters or syllables of other words e.g. USA United States of America
Alliteration:	The repetition of the same first sound or letter in a group of words e.g. Bernard bought baked bananas; She sells sea shells on the seashore
Antonyms:	Words that have opposite meanings e.g. old / young
Appendix / appendices:	An addition at the end of a book or document
Asterisk :	A star-shaped mark used to highlight a word that has a footnote
Blend:	A combination of consonant sounds represented by 2 or more letters e.g. bl, str,
Caption:	A title under an illustration explaining it or a title at the head of a page or chapter of a book
Cause/effect:	Something that makes something happen and the consequence of it
Character:	A person or animal in a play, poem, story or book
Compare/ contrast:	To point out similarities and differences
Compound word:	A word made of two or more words e.g. steamship, strawberry, blackbird
Consonant:	All letters of the alphabet that are not vowels
Content page:	The page of a book that outlines the chapters and what the book is about
Context clue:	The words or sentences directly before and after a word that help the reader work out the meaning of that word
Contraction:	A short form of a word or words: e.g. can't for cannot
Digraph:	Two consonants or vowels that make one sound e.g. ch, sh, th, ph, ai, ea, oi, ou
Decoding:	'Sounding out' words
Diphthong:	A vowel sound made up of two vowel sounds pronounced in one syllable e.g. oi, ou, ow, ea
Footnote:	A note at the bottom of a page that tells about something on the page
Glossary:	A list of terms or vocabulary words with definitions
Homographs:	Words with the same spelling but different meanings pronunciation and origins e.g. bow ribbon or to bend at the waist
Homonyms:	Words having the same spelling and pronunciation but different meanings and origins e.g. mail meaning

armour or letters

Homophones:	Words that have the same sound but different meanings and spellings e.g. ate and eight
Imagery:	Words and phrases used to form pictures in the mind of the reader
Index:	A list of what is in a book and the pages in which it is found placed at the end of the book
Infer:	To suggest indirectly, to imply;
Inflectional ending:	Word endings that vary the grammatical form of a word e.g. ed, ing, es, est
Metre:	The rhythm pattern of a poem
Onomatopoeia:	A word that imitates a sound e.g. buzz, splash, hum, crash, bang
Onset:	All initial letters of a word up to the vowel e.g. drain, pain
Phoneme:	The smallest of speech in a language i.e. letter sound e.g. k/a/t as in cat
Plot:	The plan or main action of a play, story or novel
Predict:	The skill of saying what will happen next (in what is read)
Prefix:	A syllable or word put in front of a word to change its meaning e.g. prepaid, underline, unlike
Problem:	A critical part of a story where there is a conflict between characters
Rhyme:	A word or line of poetry having the same ending sound
Rhyming couplets:	Two successive lines of poetry that rhyme and have the same number of beats
Resolution:	The actions by characters that result in solving a problem
Root/base word:	A word from which other words are made e.g. room in roommate, classroom, roomy
Setting:	The place where a story happens
Sight words:	Words that cannot be decoded (sounded out)
Suffix:	Syllables found at the end of a word that change the word's meaning e.g. goodness, badly, helpful
Summarize:	To give the main points of what has been read
Syllable:	A word or part of a word pronounced as one unit e.g. word has one syllable, Eng/lish has two
Synonyms:	Words that have similar meanings e.g. old, aged, elderly
Synopsis:	A brief statement or overview of a book, play or subject
Theme:	The main idea or concept in a story or group of stories e.g. good versus evil
Vowel:	The letters a, e, i, o and u . Sometimes the letter 'y' functions as a vowel as in <i>cycle</i>

Genre²²

Explanatory texts:	Non-fiction that generally goes beyond simple ‘description’ in that they include information about causes, motives or reasons
Fable:	A short story that teaches a lesson e.g. <i>The Hare and the Tortoise</i>
Fairy tale:	A story about real or magical problems and situations involving animals, people and/or magical events e.g. <i>Cinderella</i>
Fantasy:	An imaginary story with characters such as elves, dwarves and dragons e.g. <i>Harry Potter</i> , <i>Peter Pan</i> , <i>Nina Marina</i>
Folk tale or legend:	A cultural story that has been passed on through generations by repeated telling e.g. <i>Anansi the Spiderman</i> , <i>How St. Martin was Divided Between the French and Dutch</i>
Free verse:	Verse that is not restricted by conventions of form or pattern and does not have to rhyme or maintain a consistent structure throughout
Historical Fiction:	An imaginary story based on historical events e.g. <i>Clouds in My Sky</i>
Mystery:	A well known story containing an unknown element that the reader must solve e.g. <i>The Hardy Boys</i> , <i>Nancy Drew</i>
Myth:	A story or allegory passed down through oral tradition that explains a particular concept
Non-chronological reports:	Non-fiction that describes things the way they are, usually in an objective way
Novel:	A long story with characters and a plot about real life, usually divided into chapters
Play:	A story written with dialogue to be performed by actors on stage in front of an audience
Realistic Fiction:	A story with believable characters e.g. <i>Martin and Eddy as Detectives</i>
Recounts:	Non-fiction texts that give an account of an event e.g. a newspaper report
Science Fiction:	An imaginary story based on future technological advances e.g. <i>Star Wars</i>
Structured Poems:	Poems that follow a consistent framework based on features such as line length, syllable count, rhyme pattern, rhythm, metre or a combination of these
Visual Poems:	Poems that are based on visual appearance and/or sound (The words are presented to create a particular shape, or to create an image or to convey a visual message.) Meaning may be literal or rely on metaphor

²² Detailed information about different genre can be found at <http://nationalstrategies.dcsf.gov.uk>

Student Genre

Year Group	Fiction		Non Fiction
Year 1	Narratives	Poetry	Instructions Explanation texts Information texts Non-chronological reports
	Stories with familiar settings Traditional stories Stories from the same author Extended stories Stories by significant authors	Poems with a predictable and patterned language Poems that reflect close observation Poems by famous children's poets Humorous verse	
Year 2	Stories with familiar settings Myths and legends Adventure and mystery stories Stories from the same author Dialogue and plays	Poems that can be performed Shape poems and calligrams Poems that use language play	Reports Instructions Information texts
Year 3	Stories with historical settings Stories set in imaginary worlds Stories from other cultures Stories which raise issues Plays	Poems that create strong images Poems with particular forms	Recounts from newspapers and magazines Information texts Explanation texts Persuasive texts
Year 4	Novels and stories from famous authors Traditional stories, fables, myths and legends Stories from other cultures Older literature	Poems which demonstrate poetic style (word play, rhyme, metaphor, word choice) Classic and narrative poems Poems that lend themselves to choral performance	Instructions Reports / explanations Persuasive writing Biographies and autobiographies

Regional Literature (Available at Philipsburg Jubilee Library)²³

Sint Maarten Fiction

Teacher Betty's class goes for a walk

Marlin, Greta E.

Hoppy Bunny and the hopping competition

Marlin, Greta E.

Mina Marina (English version): a clean sea

Morales, Loekie

Selina and the Obeah woman

Morales, Loekie

Papito and the storytelling tree

Morales, Loekie

The adventures of Martin and Eddy

Simmons, Stella

5 minutes for a story

Simmons, Stella

This is my story: elementary school stories

Simmons, Stella; written by children of primary schools Sint Maarten

Martin and Eddy as detectives = Martin en Eddy als detectives

Simmons, Stella

Clouds in my sky: St Martin 1928

Williams, Sheila C.

King of the sand: a sea, sun and sand story

By the 6th grade of the FVPT School; with drawings by the 6th grade of the St. Peters Hillside School

Sint Maarten Non-fiction

Nature, I love you : poems and stories

Fleming-Artsen, Josianne

Safety at home 2nd impr.

Williams, Sheila

Antillean Fiction

Caimin's secret

Lebacs, Diana

²³ List received from Philipsburg Jubilee Library

Caribbean Fiction

How Tia Lola came to visit stay

Alvarez, Julia

I love Saturdays y domingos

Ada, Alma Flor

Under the royal palms : a childhood in Cuba

Ada, Alma Flor

My name is Maria Isabel

Ada, Alma Flor

Monkey liver soup : and other tales from Trinidad

Ashtine, Eaulin

Celebration song : a poem

Berry, James

Ajeemah and his son

Berry, James

A thief in the village : and other stories

Berry, James

Dreams of dolphins dancing

Bourque, Joan

Two Barbadian stories

Callender, Timothy

Sometimes hard

Dabydeen, Cyril

Caesar and the three robbers *2nd impr.*

D'Costa, Jean

Duppy Tales *3rd impr.*

D'Costa, Jean

Voice in the wind *3rd impr.*

D'Costa, Jean

Claude's adventure

Diaz, Wendy-Ann

Seth and Samona

Hyppolite, Joanne

Legend of the St Ann's Flood

Jacob, Debbie

The color of my words

Joseph, Lynn

The mermaid's twin sister: more stories from Trinidad

Joseph, Lynn

Once upon an Island

Linzer, Lila

Fly away home: and other Caribbean stories

Mead, Andy

Baba and Mr Big

Palmer, C. Everard

The wooing of Beppo Tate *Repr.*

Palmer, C. Everard

Beppo Tate and Roy Penner : The runaway marriage brokers

Palmer, C. Everard

A dog called Houdini *2nd impr.*

Palmer, C. Everard

A cow called boy

Palmer, C. Everard

Jason Whyte, Jamaican

Parris, Terry

Earthquake

Salkey, Andrew

The shark hunters *Repr.*

Salkey, Andrew

A drink of water

Selvon, Samuel

The Iguana's Tail; Crick Crack Stories of the Caribbean

Sherlock, Philip

How the starfish got to the sea

Trotman, Althea

The internet camp

Todd, Neila

Family pictures

Todd, Neila

Caribbean Non-fiction

A gift of gracias: the legend of Altagracia

Alvarez, Julia

The secret footprints

Alvarez, Julia

Tales our abuelitas told: a Hispanic folktale collection

Campoy, F. Isabel

A nest full of stars

Berry, James

First palm trees

Berry, James

Celebration song: a poem

Berry, James

When I dance: poems

Berry, James

A wave in her pocket: stories from Trinidad

Joseph, Lynn

A challenge for Sophia *2nd impr.*

Jolly, Dorothy

Andy's sailing boat *2nd impr.*

Jolly, Dorothy

The crab man *2nd impr.*

Jolly, Dorothy

Brother Anancy and other stories

Salkey, Andrew

The illustrated Anansi

Sherlock, Philip

Jamaica: the fairest isle : a visitor's guide *Repr.*

Sherlock, Philip

Ears & tails & common sense: more stories from the Caribbean

Sherlock, Philip M.

Anansi the spider man: Jamaican folk tales

Sherlock, Philip M.

Exploring reading skills

Todd, Neila

CHECKLIST FOR LANGUAGE AND COMMUNICATION

Behaviours	Names of Children												
Write date when skill is mastered													
READING SKILLS													
<i>Phonics and decoding</i>													
Decodes unfamiliar developmentally appropriate words by using knowledge of:													
Uses a combination of word recognition skills and strategies to accurately decode unfamiliar words quickly													
<i>Fluency</i>													
Reads developmentally appropriate sight words automatically													
Reads texts accurately, and smoothly at an appropriate pace													
Reads texts with expression													
<i>Vocabulary Development</i>													
Learns new vocabulary by:													
Can identify specific vocabulary that causes comprehension difficulties													

<i>Comprehension</i>													
Reads a variety of developmentally-appropriate texts for different purposes													
Links texts read with personal experiences and background knowledge													
Uses different comprehension strategies to monitor and reflect on his/her understanding of the text													
Uses knowledge of text structures to understand the text													
Uses knowledge of grammar, phonics and vocabulary to understand the text													
Summarizes the main idea and details from narrative and expository texts													
Reads texts and asks questions to clarify understanding													
Participates in group discussions about developmentally appropriate texts													
Demonstrates comprehension of texts by responding in different ways													
<i>Critical Analysis and Evaluation</i>													
Evaluates information read by identifying: (essential/non-essential information; author's purpose; themes; facts,													

opinions, perspectives													
Makes and supports judgments about ideas and concepts presented in the text read													
Analyzes ideas and information presented in the text and compares it to personal experiences and knowledge													
Compares and contrasts the works of one and/or different authors													
Responds to text by creating a different art form e.g. cartoon, speech, news article													
<i>Fictional Texts</i>													
Selects and reads literary works for personal enjoyment													
Reads and interprets narrative texts from a variety of genre													
Reads silently													
Reads aloud from a variety of genre using proper pronunciation and intonation													
Identifies the use of literary devices in a particular text													
Identifies and interprets story elements													
Identifies and discusses various features of poems read													
Compares and contrasts literary works													

Uses previous readings and personal experiences to understand and compare literature													
<i>Informational Texts</i>													
Scans an informative text and decides if the text is appropriate for the purpose of reading.													
Identifies, explains and uses text features, such as captions, charts, tables, maps, notes and other graphics, to retrieve information													
Identifies, explains and uses text organizational features, such as table of contents, index, chapter headings etc., to retrieve information													
Distinguishes between relevant and irrelevant information in expository texts													
Compares and contrasts information from different informational texts													
Applies thinking skills to interpret facts and ideas from informational texts													

Strategies for Reading a Narrative²⁴

1. Depending on the narrative type:

- For a written text **take careful notes as you read**, jotting down, whatever you might think is important, Mark in the text (if it's not a library book) or make notes on a separate sheet of paper. After you finish each reading session, take a few moments to think about what you've just read and brainstorm for any possible ideas, significance, etc.
- For a visual narrative: while watching the movie, briefly jot down scenes and images that strike you as important (but don't spend much time writing at this point-watch the film!

2. Immediately after finishing the narrative, write for about 15 minutes on everything that comes to your mind. These can be personal reactions, observations, and interpretations of what you've just seen. Write down questions you have about the narrative, ones that you may want to bring up in a class discussion.

3. Some things to consider while writing your post-reading/viewing notes:

- **Narrative structure** - what happens in the narrative and how the story is told
- **Themes, ideas, and values** - anything major concerning human and cultural issues expressed in the narrative; or in other words, what you think the narrative is about
- **Characterization** - what the characters are like, how they are depicted (positively, negatively, mixture?), what their importance is in the narrative
- **Setting** - the characters' environments and the symbolic importance they may have
- **Writing** - the important lines, dialogue significant to the narrative's theme(s)
- **Technique** - the significance of writing style (the way the author uses words and the particular words used) in written texts or the camera movement and editing in film
- **Overall impression** - what you thought of the narrative and why (Try to go beyond the labels "good" or "bad". Express why you did or didn't like it and define what you mean by "good" or "bad.")

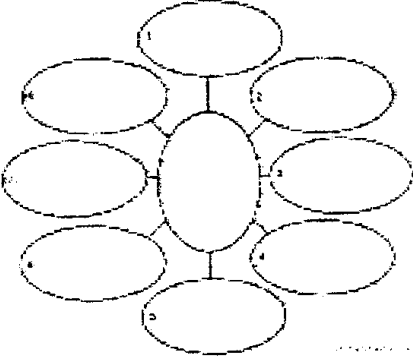
²⁴ Taken from <http://omni.cc.purdue.edu/-royaid/read.htm>

Domain: Writing Skill

Standard 7: The student can apply general skills and strategies of the writing process.

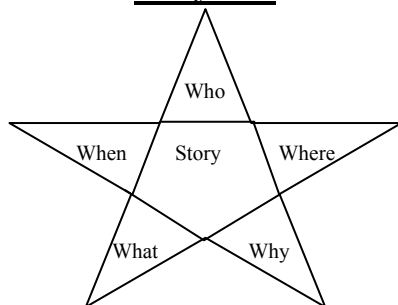
(7.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>7.1 Writes using the writing process.</p> <p>7.1(1) Uses pre-writing strategies</p> <p>7.1(2) Writes first drafts</p> <p>7.1(3) Reviews writing independently, with teachers or peers and responds to feedback</p> <p>7.1(4) Publishes writing in different ways</p> <p>7.1(5) Writes for different purposes and audiences</p> <p>7.1(6) Writes different types of text on a variety of topics</p>	<p><u>Prewriting strategies</u> Brainstorming, webbing, mapping Use of graphic organizers such as Venn diagrams or flow charts to organize ideas Interviewing, note taking <u>Reviewing/revising</u> Content revision, structural revision, editing, proofreading (use of proofreading marks) <u>Purposes for Writing</u> To inform, to entertain, to describe, to explain, to record ideas, to share points of view <u>Types of Writing</u> Informative texts, narrative texts (stories and poems), letters, reactions to literature (book reports), letters, journals, instructions, persuasive texts, notes, summaries, dialogues <u>Shared/Modelled Writing</u></p>	<p>The writing process: prewriting, drafting, editing, proofreading, publishing</p> <p>Graphic organizer, flow chart, Venn diagram, outline, web, map</p> <p>Revise, review, proofread, edit, peer editing</p> <p>Audience, purpose</p> <p>Fiction, non-fiction, narrative, expository, informational, persuasive, text characteristics, text formats</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Writes using all stages of the writing process: <ul style="list-style-type: none"> ○ Prewriting ○ Drafting ○ Editing ○ Proofreading ○ Publishing • Can write for a variety of purposes • Can adjust writing for a variety of audiences • Can write different types of texts

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>7.1A The students should be introduced to the stages of the writing process as a class. Writing poetry or a paragraph can be done in one week during Writer’s Workshop. The teacher schedules time for groups to actively engage in the Writing Process</p> <p>7.1(1)A Rapid Writing Students are given 5 – 10 minutes to write anything that comes to mind on a topic given by the teacher or by students. There must be no form or organization in what is written.</p> <p><u>Brainstorming</u> The students give words and/or phrases about a topic and the teacher records them. The teacher then groups those that go together forming a web or map. The students use this as a basis for writing a first draft</p> <p><u>The Five Ws</u> This helps the students to note the key parts of a story or event</p>	<p><i>For students to see writing as meaningful, they have to become aware that it is important and essential. It should not be perceived as something done exclusively for the teacher at school. The process of writing is the focus of writing in an FBE class. This process takes more than one session.</i></p> <p>7.1(1)A <u>Writing Prompts</u></p> <ul style="list-style-type: none"> • Think of someone you know and describe them • List 5 things that happened to you when you were little that were major events in your life at that time • List 5 extraordinary things that have happened to you • Favourite things, places, people • Scary things • Earliest Memories • Pets you’ve had or would like to have • Daydreams, nightmares etc. • ²⁷ Characters – a new mother, a photographer or other professional, an alien from outer space, an old or young person, a musician or artist • Setting – a celebration party, a park, a deserted building, Festival village or another landmark, • Time- during a hurricane, after a fight, graduation day, in December, late at night, first week in school 	<p>Chart showing steps of the Writing Process:</p> <ol style="list-style-type: none"> 1. Prewriting – thinking about what to write 2. Drafting – Writing ideas on paper 3. Editing – Revising the draft for clarity 4. Proofreading – Changing the revised draft so others can read it easily 5. Publishing and Presenting – Making the writing attractive and sharing it with others <p>Graphic Organizers</p> <ul style="list-style-type: none"> • Adjective Web – the students write the character’s name or type in the centre. Then write 8 adjectives that describe him or her. <div style="text-align: center;">  </div>

before writing. The 5Ws are: Who, What, When, Where and Why. A star graphic organizer can be used.²⁵

Story Star



7.1(2) Paragraph Sandwiches²⁶

Discuss with students the essential ingredients of a sandwich i.e. two pieces of bread and a filling in the middle. Explain that a paragraph needs an opening and closing sentence to hold it together. Both sentences say the same thing in different ways. The ‘filling’ of the paragraph must make it sound good. These sentences are known as supporting details. Choose a theme for the demonstration paragraph and

- Situation/Challenge – making a decision, a death has occurred, someone/thing was found or lost, something embarrassing has happened, someone has been accused of something

Scavenger Hunt – Write descriptions of things you find on a scavenger hunt

Advertisement – Students are asked to choose an advertisement from a newspaper and use it as the starting point for a short story that explores the people and situations behind the advertisement.

Pictures from magazines or newspapers can also be used as prompts for writing.

7.1(2)A *When students are writing first drafts it is better to let them write on alternate lines so that alterations and additions can easily be seen. Another option is to use the left side of a double page spread for writing first drafts and the right side for a revised text.*

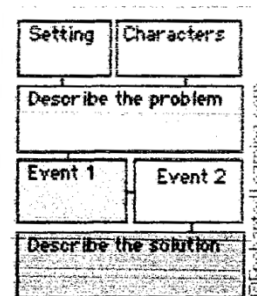
From a brainstormed list of words and phrases, let students choose 5 phrases. They then can use these to form topic sentences. For each topic sentence they must write a paragraph with supporting and closing sentences

Sometimes the teacher can write a piece when the students are writing

7.1(3) Groups can practice using editing marks during peer editing.

7.1(3)A *Students should be encouraged to review their own work before asking peers to edit or a*

- Story Maps can be used to help organize book reports



Proofreading Marks Chart

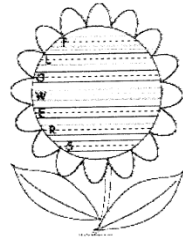

	Check spelling
	Insert (add punctuation mark)
	Change to a capital letter
	Change to a lowercase letter
	Delete a letter or punctuation mark
	Delete a word or sentence
	Move a word or sentence
	Start a new paragraph

²⁷ Taken from <http://tengrri.com/tens/017.shtml> and adapted

²⁵ Adapted from EnchantedLearning.com

²⁶ Taken from <http://www.lasd.k12.pa.us/teachers/purnellj/Parasandwich.html>

<p>write it with the help of the students. Write a topic sentence first, then 3 supporting sentences and a closing sentence (Using “AccuCut” bread slices can enhance the experience for the students) Rewrite the completed paragraph on lined paper so that the students realize that indentation is necessary. The students can then write their own paragraph sandwiches.</p> <p>7.1(3)A The teacher should model editing to the whole class. This can be done with an overhead projector. She / He can use any piece of writing written by a student (with the student’s permission) Tell the students that if criticism is offered they have to say how the writing can be improved. Ask questions such as:</p> <ul style="list-style-type: none"> • Can anything be added to make the text more interesting? • Should anything be left out? • Is the writing sequenced properly? • Is there a beginning, middle and end? • Is there any incorrect 	<p><i>teacher writing conference.</i> <i>During writing conferences it is important for the teacher to be an attentive listener. Focus on two or three teaching points related to content or process. Always start with a positive comment about the writing. Keep a record of the teaching points. If many students need the same teaching point, this can form a basis for group or whole class instruction.</i></p> <p>7.1(4)A When students have completed a piece of writing they need to prepare it for publication. They can rewrite neatly by hand or rewrite using a computer. They can also decorate or illustrate their work and mount it on colourful paper. Books can be made by the teacher or the students. “AccuCut” shape books can also be made. The pieces can be collected in a class book or magazine or displayed on a Writer’s Bulletin Board. Students should be given opportunities to read their work to classmates or other audiences.</p> <p>7.1(5)A <i>Students must be given opportunities to write for different purposes.</i> They can go on a ‘writing trail’ and note, photograph or collect examples of writing they see. Upon return to the classroom they can analyze the types of writing seen, their purposes and intended audiences. Students can write:</p> <ul style="list-style-type: none"> • Dialogue journals to the teacher • Instructions • Directions • Construction Guides – One child of a pair builds a scene with construction material. Both students observe the scene for a few minutes. The scene is 	<p><u>Chart for Editing a Classmate’s Work</u></p> <ul style="list-style-type: none"> • Include true comments on good points. • Ask questions about things that are unclear. • Suggest possible solutions • Use proofreading marks. • Sign the work that you edit <p><u>Self Editing Check List</u></p> <ul style="list-style-type: none"> • Do I know the purpose of my writing? • Did I choose a form of writing that suits my purpose? • Do I know the audience for my writing? • Does my writing have a clear beginning, middle and end? • Do I focus on the topic? • Is the meaning clear to the reader? • Did I give details to support my main points? • Did I use complete sentences? • Did I vary my sentences to make the piece more interesting? • Did I check my spelling and punctuation? • Did I indent new paragraphs? • Is my handwriting clear and neat?
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<p>spelling or punctuation? Sometimes it takes two or more sessions to edit one piece. Proofreading marks should be taught to the whole class.</p> <p>7.1(6)A <i>Science Link</i> The students can look at an object with a microscope and write a description of it</p> <p><u>Informative Writing</u></p> <ul style="list-style-type: none"> • Advertisements • Posters • Menus • E-mail messages • Slogans <p>At the beginning of the year students can write autobiographies based on the 5 Ws Who they are, when they began school, where they live, what they like to do and why</p>	<p>covered and the other has to write a description of the scene. When the writer has finished, both students compare the writing with the scene.</p> <ul style="list-style-type: none"> • Letters – It is good practice to let the students write and post them. Letter writing conventions must be taught. • Plans e.g. for a class fieldtrip • Stories for younger children • Articles for a class newspaper or magazine <p>7.1(6)A <u>Structured Poetry</u> Let students find something small to write about. They then answer 5 questions to form their poem;</p> <ul style="list-style-type: none"> • What colour is it? • What does it look like? • What does it remind you of? • What is it used for? • Is it light or heavy? <p>Other structured poems are alphabet poems, acrostics, calligrams, shape poems, diamante, cinquain, place poems, list poems, haiku and autobiographical poems. Students can model their poems on poems read.</p>	<p>Example of a structured poem</p> <p><u>Pumice Stone</u> Creamy white A raw unbaked Johnny cake You remind me of a beach in Antigua You make a good paperweight You are heavier than a bottle of malt.</p> <p>Acrostic Shape Poem</p>  <p>Calligram²⁸</p>  <p><u>Haiku</u> Sweet, seedless, green grapes Wait to be eaten by me Pop in my mouth. Gone!</p>
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²⁸ Taken from 'Bright Ideas for Writing' by David Wray (1987) Sheffield, Great Britain Scholastic

Standard 8: The student can apply grammatical and spelling conventions in texts.
(8.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>8.1(1) Applies rules of grammar when writing</p>	<p><u>Parts of speech</u> Nouns – common, proper, singular & plural, possessive, gender (male, female, neuter, common), compound words, abstract, collective, formation from verbs Pronouns – personal, relative, interrogative, demonstrative, indefinite Adjective – proper, comparative, superlative, formation from nouns, articles Verbs – action, auxiliary (linking/helping), present tense, past tense, past participle, future tense, regular, irregular, Adverbs - spelling rules, formation from nouns & adjectives, comparison Preposition Conjunction Exclamation (interjection) <u>Grammar (Structure)</u> Capitalization Punctuation – period, full stop, question mark, comma, exclamation mark, quotation marks(speech marks), apostrophe, colon, semi-colon, hyphen, dash, parenthesis (brackets), underlining Sentence – statement (declarative), question (interrogative), exclamation (exclamatory) command (imperative),</p>	<p>Noun, common, proper, singular, plural, possessive, gender, male, female, neuter, common, compound words, abstract, collective Pronoun, personal, relative Adjective, modify, describe, proper, comparative, superlative, articles Verb, action, auxiliary (linking/helping), present tense, past tense, past participle, future tense, regular, irregular Adverbs, prepositions, conjunctions, exclamations Punctuation, capital letter, period (.), full stop (.), question mark (?), comma (,), quotation marks (“ Hi”), speech marks (“ Hi”), dialogue, conversation, direct/reported speech, exclamation mark (!), apostrophe, colon (:), semi-colon (;)hyphen (-), dash, parenthesis (brackets), underlining Sentence, statement, declarative,</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Consistently applies grammatical conventions in writing <ul style="list-style-type: none"> ○ Parts of Speech ○ Grammar ○ Word usage

<p>8.1(2) Spells words quickly and accurately when writing</p> <p>8.1(3) Uses a variety of spelling resources to support correct spelling</p>	<p>phrase, fragment, run-on, clause, subject, predicate, subject verb agreement, negation, double negative</p> <p>Direct, reported speech</p> <p>Standard English, formal/informal language</p> <p>Analogies, idioms, proverbs, similes, metaphors</p> <p style="text-align: center;"><u>Word Usage</u></p> <p>Synonyms, antonyms, homonyms, root words, suffixes, prefixes, contractions, alliteration, homophones (homographs, homonyms), acronyms, mnemonics, onomatopoeia</p> <p>Commonly Misspelled Words</p> <p>Words from Content Area</p> <p>Spelling Rules</p> <p>Syllabication</p>	<p>question, interrogative, exclamation, exclamatory, command, imperative, phrase, fragment, run-on, clause, subject, predicate, subject verb agreement, double negative</p> <p>Direct, reported speech</p> <p>Standard English, formal/informal language</p> <p>Analogies, idioms, proverbs, similes, metaphors</p> <p>Synonyms, antonyms, homophones (homonyms, homographs), root words, suffixes, prefixes, contractions, alliteration, homophones, acronyms, mnemonics, onomatopoeia</p> <p>Dictionary, glossary, thesaurus, alphabetical order, guide and entry words, diacritical marks, pronunciation,</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Spells developmentally appropriate words correctly • Consistently uses spelling resources to support spelling of developmentally appropriate words
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Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>8.1(1) A Introduce grammar rules to the whole class. Make sure that the weekly spelling lists include the technical vocabulary from the rules being taught e.g. If you are teaching about proper nouns include proper nouns from Social Studies in your weekly spelling list.</p>	<p><i>Spelling and grammar should always be part of an integrated literacy program.</i></p> <p>8.1(1)A The teacher can write a paragraph that contains errors from the grammar being taught or common mistakes from students' writing. He / She then asks students to proofread and correct the mistakes. (<i>Worksheets can be found at different web sites such as http://www.superteacherworksheets.com</i>) Many text book companies have interactive web sites where the students can proofread. (<i>Power Proofreading – Houghton Mifflin, BBC Home-Skillswise</i>)</p> <p>Students can cut sentences from the newspaper and then cut them into the subject and predicate. The teacher can also laminate cut sentences and place them in the Language Arts centre for further practice. Sentences can also be taken from a book that students are currently reading.</p> <p><u>Parts of Speech Game</u></p> <p>The teacher die cuts containers for words and labels them with parts of speech that are being taught e.g. noun, verb, adjective, and adverb. The students are given word cards and asked to place them in the correct container. As an extension activity the students are asked to make a sentence using as many of the given words as possible.</p>	<p>Charts showing Parts of Speech Charts made by students or teaching showing Rules of Grammar as introduced Word Wall Commercial or student/teacher word cards</p>
<p>8.1(2)A The teacher demonstrates how to learn to spell a new word.</p>	<p>8.1(2)A Each student should keep a spelling log which contains words that they spell incorrectly when writing. The log has columns:</p>	<p>Spelling Rules Charts Dictionaries, thesauruses Word Tiles</p>

<p>Weekly spelling list are given containing content area words, developmentally appropriate words, technical vocabulary from grammar instruction and commonly misspelled words. Dictation is a method of testing spelling words in context.</p> <p><u>Homophone Game</u> Homophones are written on both sides of paper or card</p> <table border="1" data-bbox="191 594 598 634"> <tr> <td>hare</td> <td>hair</td> </tr> </table> <p>The paper is folded and stapled so that an art stick can be pushed inside. Each student is given an art stick and a set of words. The teacher says a sentence such as; <i>'I comb my hair'</i>. The students are required to put their art stick into the correct homophone card and show the correct spelling, <i>hair</i>.</p>	hare	hair	<table border="1" data-bbox="630 191 1310 285"> <thead> <tr> <th>Word</th> <th>Definition</th> <th>Used in a Sentence</th> <th>Spelling Rule</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>The student can also log interesting words from personal reading or weekly spelling lists.</p> <p><u>Spelling Detective</u> The students can look for spelling errors in media publications.</p> <p><u>Spelling Bingo</u> Spelling words and their meanings can be used. The leader calls out the meaning and the student who has the word on their Bingo card covers it.</p> <p><u>Back-to-Back Spelling</u> This game can help kinesthetic learners learn their spelling words. Students work in pairs. One student uses one finger and writes a word on the other student's back. The partner has to identify the word formed and then spell it aloud.</p> <p>Students can use die -cut letters, letter tiles or letters cut from newspaper headlines to form their spelling words.</p> <p><u>Mathematics Link – Spelling Counts</u> Arrange a number value for each alphabet letter, frequently used letters can have higher or lower values. Let the students find the numeric value of their weekly spelling words and ask questions such as:</p> <ul style="list-style-type: none"> • Which word has the highest/least value? • What words have the same value? • What is the greatest number of words you can add together to get ____ ? • What is _____ x 5? 	Word	Definition	Used in a Sentence	Spelling Rule					<p>Commercial games such as Scrabble, Anagrams, Pictionary, Hangman, Upwords Word Finds/Searches Crossword puzzles Bingo Games Word dominoes</p> <div data-bbox="1360 412 1904 919" style="border: 1px solid black; padding: 10px;"> <p><u>How to Learn to Spell a New Word</u></p> <ol style="list-style-type: none"> 1. Write the word neatly and clearly. 2. Close your eyes and visualize the word. 3. Spell the word aloud. 4. Study the syllables. <p>Later you can</p> <ul style="list-style-type: none"> • Pronounce the word. • Find the word's meaning. • Write a sentence using the words. • Use the word often in your writing and speech. </div>
hare	hair											
Word	Definition	Used in a Sentence	Spelling Rule									

<p>8.1(3)A The teacher needs to give mini lessons on the use of the dictionary such as:</p> <ul style="list-style-type: none"> • Alphabetical order • Using Guide and entry words • Diacritical marks 	<ul style="list-style-type: none"> • What is the value of ___ ? • What is _____ ÷ by 3? <p>For added fun the students can create their own codes. An extension activity can be to find the value of sentences made with the words.</p> <p>Give the students timed challenges such as write as many synonym pairs in the time given.</p> <p><i>When giving spelling words let the students form as many other words using the root e.g. comfort (abstract noun or verb), comforter (noun), comfortable (adjective) comfortably (adverb), comforting, comfortless (adjective)</i></p> <p>8.1(3)A Dictionary Boxing Students stand in a row with a dictionary in their hand. The teacher calls a word. The first student who finds the word and reads out the meaning is allowed to take one step forward toward a given finishing line.</p>	<p>Dictionaries, glossaries, thesauruses</p>
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Standard 9: The student can collect and use information for research purposes.
(9.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>9.1(1) Uses different strategies to identify research topics (with or without guidance).</p> <p>9.1(2) Arranges prior knowledge in various ways e.g. graphic organizers.</p> <p>9.1(3) Gathers information for research from multiple sources.</p> <p>9.1(4) Summarizes and organizes information collected.</p> <p>9.1(5) Complies and formats research.</p> <p>9.1(6) Presents research information in a</p>	<p style="text-align: center;"><u>Prewriting Strategies</u></p> <p>Browsing printed media (skimming & scanning) Brainstorming and webbing Creating lists Developing questions Categorizing Cooperative Learning structures such as KWL, Corners, Round Table/Robin, Group Discussion</p> <p style="text-align: center;"><u>Gathering Information</u></p> <p>Library research Letter writing Interviewing Field trips Use of encyclopedias and other printed material Use of Internet including use of search engines and other electronic media</p> <p style="text-align: center;"><u>Summarizing and Organizing Information</u></p> <p>Use of graphic organizers, concept maps, time-lines, diagrams and tables etc Note taking and writing Summarizing and paraphrasing Use of quotations</p> <p style="text-align: center;"><u>Compiling and Formatting Research</u></p> <p>Paragraphing Use of text features e.g. headings, sub-headings, bullets, bold, italics, key words, underlining etc. Use of quotations Writing reports, newspaper/magazine articles</p>	<p>Brainstorm Web, categorize Interview questions</p> <p>Resources, encyclopedia, glossary, Internet, search engine, library books, printed media, primary, secondary resource letter, interview, response, field work/trip</p> <p>Summary, paraphrase, note-taking, quotations</p> <p>Paragraph, supporting details, topic sentence, conclusion Headings, sub-headings, key</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Uses different strategies to identify research topics with guidance • Uses different strategies to identify research topics without guidance • Arranges prior knowledge in various ways • Gathers information for research from multiple sources • Complies research • Formats research • Presents research

variety of ways.	Referencing sources <u>Presentation</u> Charts, ITC, Magazines & newspaper, bulletin boards, Power Point presentations	words, bullets, <i>italics</i> , <u>underline</u> , bold print	information in a variety of ways
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Suggested Experiences																																						
Whole Class	Small Group / Centres				Resources																																	
<p>9.1(1)A If the research is part of ‘The Project Approach’ then the Phase 1 steps will be followed by students. This includes brainstorming to form a word web and then categorizing to find areas for potential research. Students will then formulate questions as to what they want to know.</p> <p>9.1(2)A The Cooperative Learning strategy ‘Corners’ can be used for discussion about a new topic. If students are about to learn about the other islands of the Netherlands Antilles, maps of four islands are placed in the corners of the room. Students pick an island and go to the appropriate corner. In the corners the</p>	<p>9.1(2)A The KWL chart is a graphic organizer which helps students to record what they know, what they want to know and what they learnt (after research). Another version (KWS) of this type of chart helps the students to think about possible sources of information</p> <p>9.1(2)A When going on field trips to collect information students can use the following organizer to record sensory information</p> <table border="1"> <tr> <td colspan="5">Topic:</td> </tr> <tr> <td>Sight</td> <td>Sound</td> <td>Touch</td> <td>Taste</td> <td>Smell</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>9.1(3)A <i>If students need to make appointments with individuals to find out information, letter writing can be introduced. Students also need to be taught how to access information from the Internet.</i></p> <p><i>When using encyclopedias or dictionaries the teacher can model how to find the pages by use of alphabetical order and entry/guide words at the top of</i></p>				Topic:					Sight	Sound	Touch	Taste	Smell						<p><u>Graphic Organizers</u> KWL Chart</p> <table border="1"> <tr> <td colspan="3">Topic:</td> </tr> <tr> <td>What I Know</td> <td>What I Want to Know</td> <td>What I Learned</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>KWS³² Chart</p> <table border="1"> <tr> <td colspan="3">Topic:</td> </tr> <tr> <td>What I Know</td> <td>What I Want to Know</td> <td>Possible Sources</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Interviewing Guide³³</p>	Topic:			What I Know	What I Want to Know	What I Learned				Topic:			What I Know	What I Want to Know	Possible Sources			
	Topic:																																					
Sight	Sound	Touch	Taste	Smell																																		
Topic:																																						
What I Know	What I Want to Know	What I Learned																																				
Topic:																																						
What I Know	What I Want to Know	Possible Sources																																				

³² Available at ‘Kids Place’ a Houghton Mifflin Company website

³³ Taken from ‘The Big Book of Reproducible Graphic Organizers’ by Jennifer Jacobson & Dottie Raymer Scholatic (1999)

students share known information and record it. Each group then shares with the class.

9.1(3)A SQ3R²⁹ is a procedure that helps students monitor their comprehension of expository texts by formulating questions as they read.

Writing Notes

There are three steps in note-taking: identifying key words; skimming and scanning the text and extracting needed information

The teacher can model this with the use of an overhead projector.

A script is taken from a reference book and displayed. E.g. Information about the St. Eustatius Flag³⁰

The teacher reads the first sentence and says ‘What words are not important?’ He / She then crosses them out.

~~The flag came into use on November 11, 2004.~~

~~The flag consists of a blue background with a red border.~~

the page.

Interview techniques can be role-played before students leave the class to interview a resource person. Questions need to be formulated beforehand.

9.1(4)A

For older students the following Note-Taking Organizer³¹ can be used.

When students are using multiple sources, information can be recorded on a graphic organizer such as a Venn diagram or a T-Chart so that key facts can be recorded.

Before the Interview
 Person's Name _____
 Appointment Date _____ Time _____ Place _____
 Purpose of Interview: _____
 Permission to record the interview: yes no

Questions I Want to Ask

Question: _____
 Answer: _____

Question: _____
 Answer: _____

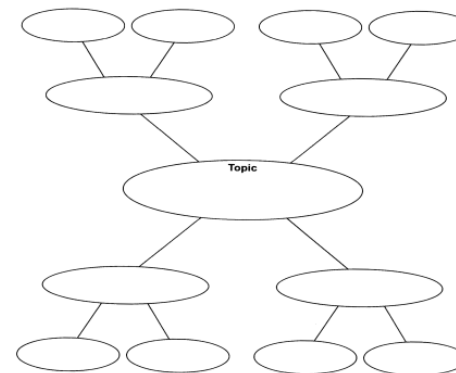
Question: _____
 Answer: _____

After the Interview
 Do I need to add anything to my notes? yes no
 Did I send a thank-you note? yes no



Cluster Word Web

Cluster/Word Web 1
 Write your topic in the center circle and details in the smaller circles. Add circles as needed.



Venn Diagram

²⁹ See Appendix for details

³⁰ Taken from ‘Our Country, Our Future, Our Flag. Page30. Published by the Bureau of Constitutional affairs August 2005

³¹ Taken from ‘ Time for Kids’ web site

~~In the center is a white diamond with a green silhouette of the island and a yellow star.~~

He/ She explains that the subject is the St. Eustatius flag so the word flag does not need to be written. The date is essential information so it needs to be recorded. She continues sentence by sentence crossing out all words that are not essential to the meaning. The notes will then consist of words e.g.

Topic – St Eustatius Flag
Details

1st used 11/11/2004

background – blue with red border

centre – white diamond with green island silhouette, yellow star

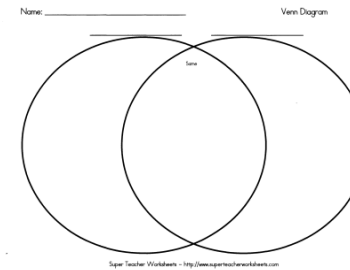
9.1(5)A After students have gathered their information, they need to write paragraphs from the notes that they made. The type of writing will depend on the purpose. Students can write reports, instructions, explanations or recounts. The teacher can suggest ways of improving the topic sentence by using a question (Why do birds migrate?), a statement that gets right to the paragraph topic (Migrating birds fly south in winter.) or a sentence that creates suspense. (Suddenly the sky overhead was covered with birds.) The concluding sentence can be improved by providing a summary of the paragraph information, expressing an emotion or posing a question.

Students guided by the teacher must decide on the use of graphics to enhance the presentation of the research.

9.1(6)A Presentation of the research

Topic/Resource		
Notes	Information & Comments	Key Words

If students are presenting in groups they will need to decide who will do what and make a plan. The plan will be recorded as a contract and signed by all group



T-Chart

<u>Name of Source</u>	<u>Name of Source</u>
1. _____	1. _____
2. _____	2. _____

Research Paper Organizer³⁴

Choose a topic that you would like to learn more about. Then fill in the chart below as you research the topic. Find three main ideas about the subject and three supporting details for each idea. Keep track of your sources in the box below.

Topic of my research paper: _____

A. Main Idea: _____
Supporting details:
1. _____
2. _____
3. _____

B. Main Idea: _____
Supporting details:
1. _____
2. _____
3. _____

C. Main Idea: _____
Supporting details:
1. _____
2. _____
3. _____

SOURCES				
Title	Author	Publisher	City	Year

Group Plan Organizer³⁵

³⁴ Taken from 'Time for Kids' web site

members. The teacher can design a rubric for presenting work as well as give suggestions for the type of presentation.

Name: _____ Date: _____

Many Hands Make Light Work

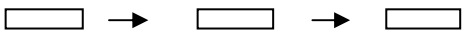
Fill in the information to make a plan for your group.

Activity:	Date Due:
Group Members:	
MEMBER	TASK
Materials Needed:	
Plan of Action:	

³⁵ Taken from 'The Big Book of Reproducible Graphic Organizers' by Jennifer Jacobson & Dottie Raymer Scholatic (1999)

Domain: Writing Skill

Glossary

Acrostic:	A poem in which the first, middle or last letters of each line spell a word vertically
Analogy:	A comparison of two things that have one likeness but are usually unlike each other e.g. <i>a heart/a pump</i>
Apostrophe;	A punctuation mark used to show missing letters e.g. <i>o'clock</i> or possession e.g. <i>Jack's coat</i>
Brainstorm:	To stimulate the thinking of a group by having the members state whatever comes to mind about a topic
Cinquain:	A poem of five lines having respectively two, four, six, eight and two syllables
Clause:	A group of words forming part of a compound or complex sentence e.g. <i>He came /before we left</i>
Conclusion:	The final sentence of a paragraph that sums up what the paragraph is about
Diacritical marks:	A mark placed over, under or attached to a letter to indicate pronunciation, stress or accent e.g. <i>façade</i>
Diamante:	A diamond shaped poem based on the number of syllables in each line e.g. 1, 2, 3, 4, 3, 2, 1
Double negative:	A sentence having two negative words, considered to be grammatically incorrect: e.g. <i>I can't see no water here</i>
Entry word:	The word at the head of an article in a reference book
Flow chart:	A diagram used to show the flow of information 
Format:	The arrangement of printed matter; to specify the style of writing
Fragment:	An incomplete sentence
Graphic organizer:	A diagram or graphic used to show information
Guide word:	A word placed at the top of a page (In a dictionary) as a guide to the contents of the page
Internet:	A very large network of computers that connects smaller networks of computers
Mnemonics:	A group of words that help one to remember something e.g. every good boy deserves favour for the notes on a musical score
Paragraph:	A group of sentences about the same topic beginning with an indented word
Phrase:	A group of words not containing a subject or verb e.g. <i>in the house</i>
Predicate:	The words in a sentence that tell about the subject: e.g. <i>The students are in the classroom.</i>
Proofread:	To read and mark errors that need correction
Run-on sentence:	A sentence in which a comma is put between two main clauses instead of a period or conjunction; e.g. <i>We were early, the school was still closed.</i>

Search engine:	A computer software program that looks for word matches based on specified key words e.g. Google
Subject:	The words in a sentence about which something is said: e.g. <i>The students are in the classroom.</i>
Supporting details:	Sentences in a paragraph that add detail to the topic sentence
Topic sentence:	An introductory sentence that gives the main idea of a paragraph

Common Spelling Rules

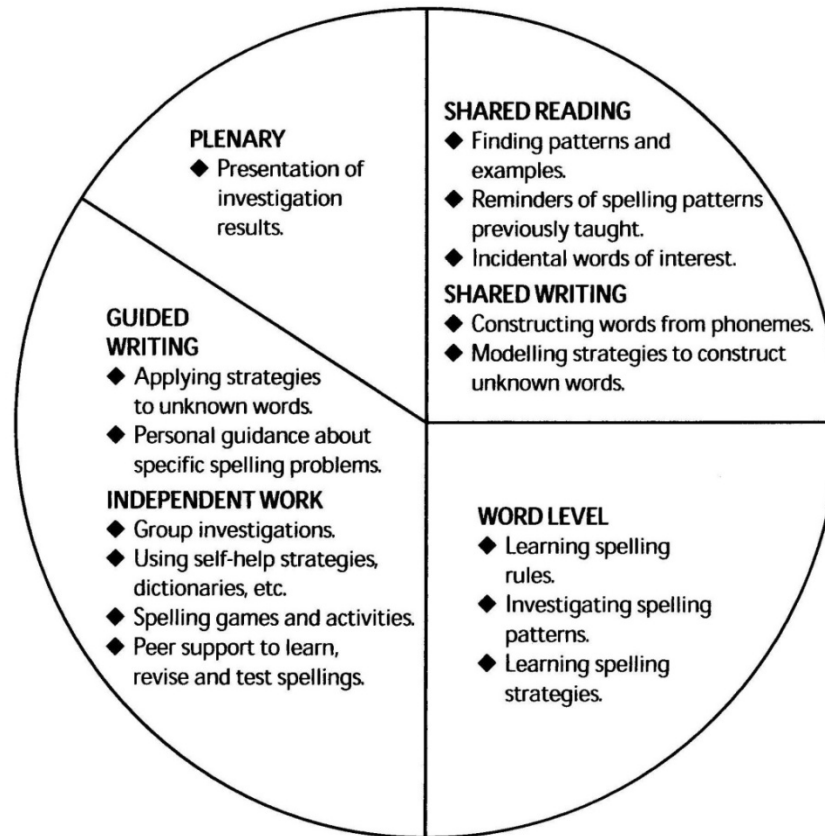
1. Words ending in *sh, ch, ss, x and z* usually add *es* to form the plural, e.g. *bush / bushes*.
2. Words ending in a consonant and *y* change the *y* to *i* and add *es* to form the plural, e.g. *party / parties*.
3. For some words ending in *f* change the *f* to *v* and add *es* to form the plural, e.g. *calf / calves*.
4. When adding suffixes *-ed* and *-ing* to words that end in a silent *e* drop the *e*, e.g. *make / making*.
5. When adding suffix *-ed* to words ending in *y* change the *y* to *i* before adding *ed*, e.g. *deny / denied*. If there is a vowel before the *y*, do not make any changes.
6. When adding *-ed* or *-ing* to words of one syllable containing a short vowel and ending in a single consonant, double the final consonant, e.g. *trim / trimmed / trimming*.
7. *I* comes before *e* except after *c*, e.g. *receive*
8. When the long *a* sound is written with an *e* and *i*, the *e* is written first, e.g. *neighbor, weigh*

Spelling Journals

Spelling journals can become a self-help device for students as well as a place to record their spelling work. They can contain:

- A spelling log of personal errors from writing
- Individual or class spelling lists
- Spelling rules or conventions
- A personal dictionary of high frequency words that have been learnt or need to be learnt
- Personal spelling targets
- Spelling tests
- Brainstorming on words with similar patterns

Ideas for a Spelling Lesson³⁶



³⁶ Extracted from Spelling Bank: Key Stage 2 spelling objectives – appendices published on www.standards.dcsf.gov.uk/NationalStrategies

CHECKLIST FOR LANGUAGE AND COMMUNICATION

Behaviours	Names of Children												
Write date when skill is mastered													
WRITING SKILLS													
Writing Process													
Uses pre-writing strategies													
Writes first drafts													
Reviews writing independently, with teachers or peers and responds to feedback													
Publishes writing in different ways													
Writes for different purposes and audiences													
Writes different types of text on a variety of topics													
Grammar and Spelling													
Applies rules of grammar when writing													
Spells words quickly and accurately when writing													
Uses a variety of spelling resources to support correct spelling													

Research													
Uses different strategies to identify research topics (with or without guidance)													
Arranges prior knowledge in various ways e.g. graphic organizers													
Gathers information for research from multiple sources													
Summarizes and organizes information collected													
Complies and formats research.													
Presents research information in a variety of ways													

Domain: Viewing Skill

Standard 10: The student can apply viewing skills and strategies to retrieve and interpret information from (audio) visual media.

(10.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>10.1(1) Demonstrates an understanding of the different messages conveyed by visual media</p> <p>10.1(2) Identifies techniques used to:</p> <ul style="list-style-type: none"> - convey messages in visual media. - create an atmosphere and/or mood. <p>10.1(3) Identifies stereotyping in visual media.</p> <p>10.1(4) Identifies symbols used in visual media.</p>	<p>Main idea and supporting detail</p> <p>Facts and opinions</p> <p>Main characters, setting and sequence of visual narratives</p> <p>Images, text (vocabulary), motion (animation), sound (voice and music) and interaction</p> <p>Use of distance from the camera and camera angle, lighting and sound</p> <p>Stereotypes that reinforce different roles</p> <p>Use of colour, facial expressions, gesture, and logos</p>	<p>Visual media</p> <p>Audio/visual</p> <p>Technique</p> <p>Motion, animation, images, text, sound, interactivity</p> <p>Stereotype</p> <p>Facial expressions, gesture, body language</p> <p>logos</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Can identify, when viewing visual narratives <ul style="list-style-type: none"> ○ Main idea & details ○ Story elements ○ Sequence • Can identify techniques used to convey messages • Can identify stereotypes in viewed visual media • Can identify symbols used in visual media

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p><i>Before letting the students view anything the teacher must pre-view the material and plan accordingly!</i></p> <p><i>Questions for Planning</i>³⁷</p> <ol style="list-style-type: none"> 1. <i>What will students learn and be able to do as a result of what they view?</i> 2. <i>What do students already know/not know and do/not do as viewers? Are any mini lessons needed?</i> 3. <i>What is the task? What demands will the visual text make on students? What strategies and skills are needed in order to understand the text?</i> 4. <i>What pre-viewing activities will help students prepare for the viewing? E.g. background knowledge, key information, vocabulary, the method of presentation</i> 5. <i>What strategies can students use while viewing? How will the text be viewed, in parts or the whole?</i> 6. <i>What activities will help</i> 	<p><i>Visual literacy is the ability to understand and use images and also the ability to think, learn and express oneself in terms of those images. Images come in many forms e.g. graphs, maps, photographs, drawings. Students are bombarded with images throughout the day and therefore it is very important that they learn to critically analyze what they see.</i></p> <p>10.1(1)A</p> <p><u>Pre-viewing</u></p> <p>The teacher will set a purpose for viewing e.g. for pleasure, for information, to learn how to do something, gain cultural understanding.</p> <p><u>Set the Scene</u></p> <ul style="list-style-type: none"> • Depending on the topic students can discuss the topic and then brainstorm statements that will be verified or disproved from the viewed material. • The teacher can ask questions relating to the topic. • Students can read a synopsis of the program to be viewed. • A KWL chart can be used and the first two columns can be completed i.e. ‘What I Know’; ‘What I Want to Know’ • Let students predict what the program is about from the title. • The teacher makes a list of vocabulary words that will be heard and helps students to define them. • If the program is of a cultural nature students can be shown key images that will help them understand the viewing material. • If the program is a narrative, introduce students to the characters, setting plot, theme. • If necessary discuss the techniques used or the format. <p>10(1) 2A – 10(1) 4 A</p> <p><u>During Viewing</u></p>	<p>Developmentally appropriate, educational videos, DVDs, CDs, computer software Computers, televisions, overhead projectors, projectors Access to Internet web sites for students e.g. ‘Ask for Kids’; ‘KidsClick’; ‘FactMonster.com’; ‘Ask an Expert’; ‘Google Maps’</p> <p><i>If you allow students to use the Internet then the school should have an Internet policy in place. Limiting or preventing access to some sites is important.</i></p> <p>Graphic organizers for the students to use before, during and after viewing e.g. story maps/frames, KWL chart, Venn diagrams, note taking sheets Post-It notes</p>

³⁷ Adapted from ‘A Curriculum Guide for the Elementary Level (2002) at <http://www.sasked.gov.sk.ca/docs/ela/viewing02.html>

<p><i>students follow-up on the viewed material? How will they analyze, synthesize and evaluate the text?</i></p>	<ul style="list-style-type: none"> • Students take notes on sticky pads, scraps of paper, a graphic organizer • Students can give personal responses by noting things that shocked, surprised or confused them or make connections to their own lives. • If the material is pre-recorded then the teacher can pause the tape or DVD and ask questions or allow the students to make predictions. Cooperative Learning strategies such as ‘Turn to Your Neighbour’ or ‘Think, Pair, Share’ can be used to facilitate discussion whilst viewing. • The material can be paused at different points to assess understanding and level of attention of the students. <p><u>After Viewing</u></p> <ul style="list-style-type: none"> • Role play scenes from viewed material • Let students rate the material based on a pre-created rubric • Give a quiz • Give students pre-made sentences, paragraphs to sequence • Complete the KWL chart, ‘What We Have Learned’ • Link with Cultural & Artistic Development and ask students to draw, dramatize or create a song/rap/dance about the topic viewed. • If the material shows how to do something then let students make or do the activity. <p>Help students to analyze the form, techniques and symbols used in the viewed material, e.g. motion, animation, images, text, sound, interactivity, colour, logos, angle of camera shots, stereotypes, expressions, gesture</p> <p><u>Style and Purpose</u>³⁸</p> <ol style="list-style-type: none"> 1. Students read 3 different newspaper articles and focus on one for closer examination of the style and purpose (the targeted audience, how it could be done differently) 2. Students discuss the differences between the article and the others 	<p>2 or more newspaper articles which cover the same story or topic but</p>
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³⁸ Taken from ‘Project-Based learning with Multimedia; <http://pblmm.k12.ca.us/PBLGuide/Activities/StylePurpose.html>

	<p>(this can be done using a Cooperative Learning strategy such as ‘Jigsaw’ or ‘Corners’).</p> <p>3. Younger students can discuss and think of ways that real life events are told differently depending on the storyteller and why the story is being told. Older students can be given a writing assignment using one of the styles examined by the class.</p> <p><u>Audience Influence</u></p> <p>1. Students view and examine a media product and decide who the intended audience is by examining the language, images and setting used. They then create an ‘audience profile (age, sex, education level, ethnic background)’</p> <p>2. Students invent a new audience profile and then say how the media product has to be changed to suit the new profile.</p> <p>3. Students brainstorm and produce a chart telling what components of media products suit different audiences (boys, girls, teens, adults)</p> <p>4. Younger students can be given a worksheet to examine one or two components of a media product and say the intended audience. Older students can explore stereotyping in products designed for specific audiences.</p> <p>5. Homework project; Students keep a week-long ‘audience log’ where they record multimedia products they encounter and the ways in which specific audiences are targeted or their personal reactions to the products.</p> <p><u>Powerful Images</u></p> <p>1. Students search for and collect images that they feel are powerful and discuss why they are powerful (how the images make them feel or think, how the arrangement makes them feel or think, the power of any text that accompanies the image)</p> <p>2. Students can develop a hypothesis about what makes a powerful image and then test it by asking other people their reactions to the image</p> <p>3. Younger students can collect and sort images according to size,</p>	<p>written in different styles e.g. factual, human interest, editorial, or television news clips, magazine articles or student versions of a familiar story or event</p> <p>2 or 3 media products (videos, web pages etc)</p> <p>Cut out pictures from magazines or downloaded Internet images, video clips</p>
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	<p>content, colour and emotions. They can then define what makes a good image. Older students can investigate how images are used for advertizing, journalism or other purposes and discuss ethical issues in using other's images.</p>	
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Domain: Viewing Skill

Glossary

Animation:	The preparation of a moving cartoon or the addition of movement to letters, words, images or sentences
Audio-visual:	Having to do with film, recordings or other devices that involve the use of hearing and sight
Body language:	The unconscious gestures of the body as a form of communication
Gesture:	A movement of the hands, arms or other body parts used instead of words
Images:	Visual representations such as graphs, maps, photographs and drawings
Interactivity:	Methods in which the audience can interact with a multimedia presentation
Logo:	A symbol or group of words that represents an organization e.g. school crests
Motion:	A technique or media tool that includes cartoon-type animation, video and transitions between screens
Text:	Written objects such as image captions, words, titles and paragraphs of information
Sound:	A media object such as voice recordings, music and sound effects
Stereotype:	A generalization based on inadequate or incomplete information
Visual media:	A method of giving information that can be viewed e.g. film, newspapers, videos

CHECKLIST FOR LANGUAGE AND COMMUNICATION

Behaviours	Names of Children												
Write date when skill is mastered													
VIEWING SKILLS													
Demonstrates an understanding of the different messages conveyed by visual media													
Identifies techniques used to convey messages in visual media.													
Identifies techniques used to create an atmosphere and/or mood.													
Identifies stereotyping in visual media													
Identifies symbols used in visual media.													

Domain :Mass Media

Standard 11: The student knows the characteristics of different forms of mass media.

(11.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>11.1(1) Defines and names different forms of mass media.</p> <p>11.1(2) Identifies and gives examples of the characteristics of different forms of mass media.</p> <p>11.1(3) Identifies and uses the form of mass media suited to a particular purpose.</p> <p>11.1(4) Uses various techniques in multi-media projects.</p> <p>11.1(5) Identifies and gives examples of the basic elements of advertizing in mass media.</p>	<p>Definition & forms of mass media</p> <p>Characteristics of the different forms of mass media</p> <p>Mass media techniques</p> <p>Basic elements of mass media advertisements</p>	<p><u>Mass media</u> newspapers, magazines, film, videos, television, radio, internet, web site</p> <p>Printed media, layout, content, message, graphics, editorial, advertisements, current events</p> <p>Viewing media, programming, commercials, drama, movie, western, science fiction, newscast/er, cable television, satellite</p> <p>Power point presentation, video/news clip, recordings, images, scanning, downloading, copyright, transition, animation, footage, software</p> <p>Advertising, audience, client, colour symbolism, expression, brand -names, logos, product, salesmanship, personalities, fashion, musical score</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Defines and names the different forms of mass media • Gives examples of the characteristics of different forms of mass media • Aligns the form of mass media and purpose for mass media use • Conducts multi-media projects • Identifies and gives examples of the basic elements of mass media advertizing

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p style="text-align: center;">Core Concepts of Media Literacy³⁹</p> <ul style="list-style-type: none"> • All media messages are constructed. • They are constructed using creative language with its own rules. • Various people experience the same media message differently. • All media have embedded values and points of view. • Media are organized to gain profit and/or power <p>11.1(5)A The teacher isolates a particular advertisement e.g. a commercial on television, an advertisement in a newspaper or magazine or billboard for analysis. Record a well-known television commercial. Let the students discuss the following:</p> <ul style="list-style-type: none"> • The visual effects: use of lighting, colour, images (cartoon characters, real people/animals, close –up 	<p><i>‘We must prepare young people for living in a world of powerful images, words and sounds’ UNESCO, 1982. It is imperative that the ability to learn from, analyze, interpret and create personal meaning from media (media literacy) is developed in students.</i></p> <p>11.1(1)A, 11.1(2)A</p> <ul style="list-style-type: none"> • Students can be asked to tell what mass media is. (Mass media is anything that gives information to large amounts of people at the same time). • Students can be given two forms of mass media and asked to compare them; e.g. newspapers and magazines (layout, use of colour, types of articles, headlines, use of graphics). They can use a Venn diagram to record their results. • In order to analyze the characteristics of a particular form of mass media the following questions need to be answered: <ul style="list-style-type: none"> ○ What is the message and who created it? ○ Why is it being sent? ○ What techniques are used to attract my attention? ○ What lifestyles, values and points of view are represented in the message? ○ How might different persons understand the message? <p><i>Because television, radio, newspapers contain many messages, it is better to record or copy a piece of a program or one article that contains one strong message.</i></p> <ul style="list-style-type: none"> • Students can take a media walk and look for billboards and answer the questions above. If this is not possible photographs can be taken or bumper stickers examined. • Surveys can be carried out by students to find out how people react to a particular media message. 	<p>Examples of the different forms of media; e.g. television, radio, DVDs, CDs, videos, Internet, newspaper, magazines and advertisements etc</p> <p>Copies of printed media</p> <p>Recorded copies of commercials</p>

³⁹ Adapted from CML MediaLit Kit © 2002 at <http://www.medialit.org>

<p>or wide camera shots) and other graphics. How do these attract your attention? What do you dislike or like about them?</p> <ul style="list-style-type: none"> • How is sound used? What words are said? Who uses them? What sort of music is used? Does the music change? Are there other types of sound used? Why do you think sound is used in this way? • What does the advertisement tell you about how people live and what they believe? Is something deliberately left out? Why do you think this was done? Are there any stereotypes? What is the author's point of view? • Is the commercial trying to sell something or tell you something? Do you believe the message being given? Would you buy the product? Why would you buy it? 	<p>11.1(3)A, 11.1(4)A <i>While students are engaged in creating displays for the 'Project Approach' they will be preparing multimedia presentations. In technology lessons they will be taught how to use the computer, a digital and video camera. It is better to start with a whole class topic from which small groups can select sub topics.</i></p> <ul style="list-style-type: none"> • Students conduct interviews with resource persons using a tape recorder or video/ digital camera. <p><u>Looking at Interviews</u></p> <ol style="list-style-type: none"> 1. Students view a segment of an interview several times and examine editing (was it cut and edited? Who was shown more the interviewer or interviewee? Why?), interviewing tactics (types of questions, planned or spontaneous, tone, unasked questions), agenda of the interviewer (questioning was random or the interviewer was trying to get certain answers, the point of the interview) and preparation (did the interviewer know about the subject or the interviewee?) 2. Students report and discuss the kinds of influence an interviewer can have. 3. Students then write their own interview questions for their project. 4. Younger students can discuss whether the interviewer was friendly, how the questions could have been asked differently and whether they would like to be interviewed by the interviewer giving reasons for their choices. Additional questions for older students: Is the interview to find out fact, opinion or feeling? What makes the interviewee an authority on the topic? What view will the audience have of the interviewee after the interview? <ul style="list-style-type: none"> • Students create PowerPoint presentations. • Students are given mini-lessons on computer etiquette including copyright and referencing internet sites 	<p>A taped interview from a newscast, talk show or news magazine show Television and VCR</p> <p>Digital and/or other cameras Computers with suitable software e.g. PowerPoint, Printshop, scanning and photograph applications Access to Internet Reference materials</p>
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	<p>11.1(5)A</p> <ul style="list-style-type: none"> • Students compare advertisements for the same product in printed and visual media. <p><u>Multimedia Representations</u>⁴⁰</p> <ol style="list-style-type: none"> 1. The teacher discusses with students the fact that all media is carefully constructed. 2. Students examine the media representation’s images, text and sound to identify the key points or messages, emotions depicted, types of people depicted, visual layout or sequence, icons or logos, where the representation was found, targeted audience 3. Students discuss which elements/techniques were most convincing and use them when making their own multimedia projects. <ul style="list-style-type: none"> • Students create their own advertisements. • Math Link – Students calculate the percentage of commercial time in specified children’s television programs and/or the amount of space dedicated to advertizing in a newspaper. They can also survey and graph data about how many toys were bought because of a television or printed advertisement. • Students can create a display of items that are sold based on a particular movie e.g. a Disney film. <p><u>Curriculum Links</u>⁴¹</p> <ul style="list-style-type: none"> • <i>Cultural and Artistic Development</i> – Students can watch and analyze music videos considering the messages and how they are influenced by camera angle, repetition, imagery and symbolism, also the relationship between the messages of the video and the song lyrics. 	<p>Any media product created to represent an organization in some way</p>
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⁴⁰ Taken from ‘Project-Based learning with Multimedia; <http://pblmm.k12.ca.us/PBLGuide/Activities/StylePurpose.html>

⁴¹ Taken from http://www.pbs.org/teachers/media_lit/getting_started.html

	<ul style="list-style-type: none"> • <i>Social Studies</i> – Use media to document and store memories and experiences: Examine advertizing in the school: Keep a log of family media consumption for one week: Discuss how different ethnic families are portrayed in the media • <i>Mathematics</i> – Use media to develop categorization skills. • <i>Science and Technology</i> – Let students conduct experiments to see if advertizing claims made by various products are true. • <i>Health and Physical Education</i> - Examine food labels and let students make healthy food choices based on their research as well as compare the nutritional benefits of different types of foods e.g. cereals. • <i>Philosophy of Life</i> – Discuss online safety rules. • <i>Social and Emotional Development (Standard 4)</i> – Compare and contrast the printed form and the media production of a literary work and say which is preferred and why: Define what is advertizing and what is not from things heard and seen in a day e.g. billboards, flyers, logos on clothes, a name on a mailbox, bumper stickers etc. 	<p>The PBS KIDS Get Your Web License activity online is a good resource.</p>
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Domain: Mass Media

Glossary

Animation:	The preparation of a moving cartoon or the addition of movement to letters, words, images or sentences
Brand –name:	A trademark or product with a well-known trade name e.g. Pepsi, Nike, Coca Cola
Cable television:	A system for transmitting television programs by means of cables to individual subscribers
Client:	The customer; persons to whom a service is given
Colour symbolism:	The use of colour as a symbol to communicate information e.g. red for danger
Commercial:	An advertisement on radio or television
Copyright:	The right that allows people who create an idea to use and sell it and prevent others from doing so
Current events:	News or a discussion of present time events
Download:	To transfer data from one computer to another
Editorial:	An article in a newspaper or magazine written by the editor giving his/her view on a particular topic
Footage:	One or more sequences of motion pictures or videos
Graphics:	Pictures, graphs or drawings used in mass media
Layout:	The arrangement or plan or design of printed media such as newspapers, books
Mass Media:	A method of giving information to many people at the same time e.g. newspapers, magazines, film, videos, television, radio, internet, web site
Message:	A pattern of signs (words, pictures, gestures) produced for the purpose of changing the behavior of the viewer
Musical score:	A written or printed piece of music arranged for different instruments or voices
Newscast:	A radio or television program devoted to current events and news bulletins
Printed media:	Media that is printed e.g. newspapers, magazines
Satellite:	A man-made object launched into space that is used to transmit television programs across the earth
Scanning:	Using a scanner to obtain or create an image by copying it into a document on the computer
Software:	A computer program that tells a computer what to do e.g. PowerPoint
Transition:	A method of linking screens or pages in a multi-media presentation
Video/news clip:	A piece cut from a reel of film, television program, newspaper or magazine
Viewing media:	Media that can be seen such as television, videos, Internet

CHECKLIST FOR LANGUAGE AND COMMUNICATION

Behaviours	Names of Children												
Write date when skill is mastered													
MASS MEDIA													
Defines and names different forms of mass media.													
Identifies and gives examples of the characteristics of different forms of mass media.													
Identifies and uses the form of mass media suited to a particular purpose.													
Uses various techniques in multi-media projects													
Identifies and gives examples of the basic elements of advertizing in mass media													

Domain: Linguistics

Standard 12: The student has an understanding of the phenomenon of language and the manner in which communication takes place in different situations.

(12.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>12.1(1) Demonstrates an understanding that language can determine relations between persons in a community</p> <p>12.1(2) Identifies the history of languages in the community</p> <p>12.1(3) Identifies characteristics of languages in the community</p> <p>12.1(4) Recognizes that speech is influenced by situation and form</p> <p>12.1(5) Recognizes that communication occurs in many forms</p> <p>12.1(6) Recognizes that communication benefits from rules</p>	<p>The effects of culture on language use</p> <p>Language relations in the home, school and community</p> <p>Cultural similarities and differences</p> <p>Origins of languages</p> <p>Characteristics of languages spoken in the community (words, word formation, sentence construction, phonics)</p> <p>Social language conventions, word usage</p> <p>Forms of communication (sign language, non-verbal communication such as gestures, facial expressions or body language</p> <p>Rules of oral and written communication</p>	<p>Culture, community (e.g. Haitian, Spanish, Guyanese, Dominican etc)</p> <p>Origin</p> <p>Word formation, sentence construction, phonetics, accents</p> <p>Sign language, non-verbal communication such as gestures, facial expressions, body language</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Demonstrates an understanding that language can determine relations between persons in a community • Can give the history of one of the community's languages • Identifies characteristics of languages in the community <ul style="list-style-type: none"> • Recognizes that speech is influenced by situation and form • Identifies alternative methods of communication (to oral and written) • Recognizes that communication benefits from rules

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>12.1(1)A The teacher gives different scenarios and asks the students how language affects social relations. E.g. you are a Papiamentu speaker and are at a party where the predominant language is English. Suddenly you hear Papiamentu being spoken. What will you do? The students can give their own examples or write their own scenarios.</p> <p>12.1(2)A Each child in the class can research the origin and meanings of their name and report to the class.</p> <p>12.1(3)A The teacher plays recordings of persons in the community that speak different languages. The students are asked to identify the different dialects / languages and tell the ethnic origin. Persons who speak a different language can be asked to discuss their language with the students, in terms of sentence structure and other characteristics.</p>	<p><i>In order for students to discover if language determines relations in the community the teacher will have to facilitate an enquiry approach.</i></p> <p>12.1(1)A Students can find answers to the following questions by conducting a survey:</p> <ul style="list-style-type: none"> • How many different languages are spoken by students in the class or school? • How many languages are spoken by relatives or families in their neighbourhood? <p><i>Mathematics Link</i> Information found can be graphed and compared.</p> <p>Students can then research the cultural habits of the language speakers e.g. Patois speakers and compare and contrast them. Also note the geographical region or country where these people migrated from.</p> <p>12.1 (2)A Students can be encouraged to find out the origin of their spelling words or other words used in the class. The computer as well as printed matter can be used.</p> <p>12.1(4)A Students can role play situations in which the same phrase or word is spoken in different tones, intonation and volume, e.g. ‘Hello’ as a friendly greeting, a reprimand or a surprise. The different ways in which a word is used can be discussed, e.g. bad (by an older person); bad (by a younger person); dog as an animal or ‘dawg’ meaning a friend. The students will enjoy sharing different words and phrases with you. They can also discuss how many different ways there are of expressing a Standard English sentence e.g. ‘The party is over.’ – ‘Party done.’ – ‘Jam done.’ – ‘Fête finished’.</p>	<p>Maps of the world and the Caribbean Materials for graphing</p> <p>Tape recordings of different languages / dialects spoken in St. Maarten</p>


<p>12.1(6)A The rules of polite conversation can be demonstrated by the teacher and role played by the students, e.g. telephone conversations between an adult and a child and between two children. The differences can be pointed out.</p>	<p>12.1(5)A Groups of students can research the different forms of non-verbal communication and also teach teachers their own use of gesture.</p>	
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Domain: Linguistics

Standard 13: The student has mastered a number of rules in connection with linguistic phenomena and can use concepts that enable him to think and talk about the language.

(13.1)

Target Behaviour	Content	Vocabulary	Assessment Opportunities
<p>13.1(1) Uses grammatical terms when discussing spoken and written language</p> <p>13.1(2) Recognizes linguistic techniques (such as suspense, flashbacks, emotive vocabulary) and uses them in their own writing</p> <p>13.1(3) Recognizes differences between literal and figurative use of language in texts</p> <p>13.1(4) Uses literal and figurative language appropriate to reader and purpose of writing</p> <p>13.1(5) Compares and contrasts the elements of different languages</p>	<p>Parts of speech</p> <p>Punctuation Rules</p> <p>Language structures (sentence construction, use of clauses, subject verb agreement, paragraphs)</p> <p>Linguistic Techniques (style of writing, word choice, view point / perspective, use of dialogue, repetition of phrases or language pattern)</p> <p>Figurative Language</p> <p>Sentence construction, capitalization, articles, rhythm</p>	<p>Noun, pronoun, verb, adjective, adverb, conjunction, preposition, interjection (exclamation)</p> <p>Complex / simple sentence; clause, phrase, paragraph, topic sentence, concluding sentence</p> <p>Style; first, second, third person; narrative / expository text; vocabulary; dialogue; perspective; point of view; language pattern; repetition</p> <p>Metaphor, simile, idiom, proverb, sayings, onomatopoeia, alliteration</p> <p>Word order, pronunciation, capitalization, articles, rhythm</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> • Uses appropriate grammatical terms when discussing spoken and written language • Uses linguistic techniques from different authors in his/her writing • Identifies literal and figurative language in speech or written texts • Uses literal or figurative language in his/her writing • Identifies differences in the structure and grammar of known languages

Suggested Experiences		
Whole Class	Small Group / Centres	Resources
<p>13.1(2)A During post Literature Circle discussion, students discuss the uses of linguistic techniques. When participating in Shared Writing, students practice using the particular technique in their writing e.g. presenting a point of view in a letter, write a story using flashbacks or write from the perspective of one of the characters</p> <p>13.1(3)A /13.1(4)A Students can be asked to illustrate common metaphors, proverbs or sayings. E.g. Give me a hand⁴²</p>  <ul style="list-style-type: none"> • Discussion of poetry helps students to recognize different types of figurative language. <p>13.1(5)A <u>Around the World</u>⁴³ Students can be encouraged to find words in English that originate from other countries and place them on an outline of a world map. This can be done over a half</p>	<p>13.1(1)A When the students are involved in Peer Editing the teacher encourages the students to use grammatical vocabulary and give reasons for corrections made.</p> <p><u>Story Go Round Game</u> Students form groups. One student becomes the controller. The controller is positioned outside the group. The first student starts a story (the prompt can be given by the teacher), stops and the next student continues. As the story is created the controller listens intently for grammatical errors in the story structure. If the controller hears an error, he/she joins the group continuing the story correctly. The student who made the mistake becomes the controller.</p> <p>13.1(3)A /13.1(4)A <i>Cereal boxes often contain figurative language. The words can be used to tell or write stories.</i> Each student collects 10 – 20 words from a cereal box. The student then has to use as many of the words to tell or write a tale. E.g. <i>A story about a young boy named J. Corn Flake whose backyard tree house was fortified with vitamin D and baked fresh daily.</i> Students can also examine or listen to commercials or advertisements and discuss the use of figurative language</p> <p>13.1(5)A Students can compare the sentence construction, rules of grammar and phonics of two known languages using a Venn diagram E.g. In Dutch the days of the week are not capitalized. In English the same article is used for any noun whereas in French the article varies ('le' / 'la')</p>	<p>Literary works Student's written work / drafts</p> <p>Cereal Boxes</p>

⁴² Taken from 'Bright Ideas Writing' by David Wray Scholastic (1987)

⁴³ Taken from 'Bright Ideas Spelling' by Diana Bentley and Sylvia Karavis Scholastic (1987)

term. They can compare the meanings in the original language with the meaning in English e.g.					
Word	Country	Meaning	English meaning		
port	France	door	harbour		
discotheque	France	record playing	A place to dance		

Domain: Linguistics

***Glossary*⁴⁴**

- Accent:** A strong tone of voice given to certain syllables or words controlled by pitch or stress;
A dictionary mark placed behind the syllable, that shows the spoken force of that syllable e.g. to /day' ,(day is the stronger spoken syllable).
A different way of pronouncing words heard in different parts of the same country
- Figurative:** Using words or phrases out of their real meaning. **Figurative language** has many figures of speech. (Poetry)
- Literal:** Taking words in their usual meaning without exaggeration or imagination
- Phonetics:** The science dealing with sounds made in speech and the art of pronunciation

⁴⁴ Many of the vocabulary word are found in the glossaries of Oral Linguistics, Reading and Writing Skills

CHECKLIST FOR LANGUAGE AND COMMUNICATION

Behaviours	Names of Children												
Write date when skill is mastered													
LINGUISTICS													
Demonstrates an understanding that language can determine relations between persons in a community													
Identifies the history of languages in the community													
Identifies characteristics of languages in the community													
Recognizes that speech is influenced by situation and form													
Recognizes that communication occurs in many forms													
Uses grammatical terms when discussing spoken and written language													
Recognizes linguistic techniques (such as suspense, flashbacks, emotive vocabulary) and uses them in their own writing													

Recognizes differences between literal and figurative use of language in texts													
Uses literal and figurative language appropriate to reader and purpose of writing													
Compares and contrasts the elements of different languages													

APPENDIX

COMPONENTS OF A LITERACY SESSION

Language & Communication lessons should consist of all the sub domain areas. Viewing can take the place of reading printed matter. Linguistics will be part of every lesson. Mass Media objectives can be part of the lesson when examining journalistic texts in Years 3 & 4. The time given to the domain area should **be no less than one hour** but it may be extended to two hours depending on the activity. In order for the time devoted to literacy to be well spent, the instruction needs to be interactive, well-paced and with a high level of oral work with a number of different strategies being used to engage the students. The session may include:

- **Direction** – to ensure that students know what they should be doing, a wide range of strategies need to be used
- **Demonstration** – e.g. how to form letters in cursive script, letter writing, use of the dictionary, how to read a text following the punctuation marks
- **Modelling** - correct reading behaviours during Shared Reading / Writing
- **Scaffolding** – e.g. providing writing frames or story frames to help students with challenges
- **Explanation to clarify and discuss** – e.g. the need for proof reading, how words are used to suit the purpose of the author
- **Questioning** – to probe student understanding and cause them to reflect on and refine their work
- **Initiating and guiding exploration** – e.g. to explore relationships between grammar, meaning and spelling
- **Investigating ideas** – e.g. generalizing about themes and structures in fictional and non-fictional texts
- **Discussing and arguing** – e.g. to put points of view, argue/debate a case, justify a literary preference
- **Listening to and responding** – e.g. to stimulate and extend student’s contributions, to discuss / evaluate student presentations

The literacy session is a time for explicit teaching of reading and writing. It may have curricular links in that information texts from other domain areas may be used. Other domain areas are the ‘vehicles’ for literacy work. During the literacy session the focus of the time spent is devoted to working with texts. Times for extended independent work or application of new skills can be found outside the dedicated literacy session.

The following is based on a one hour session.

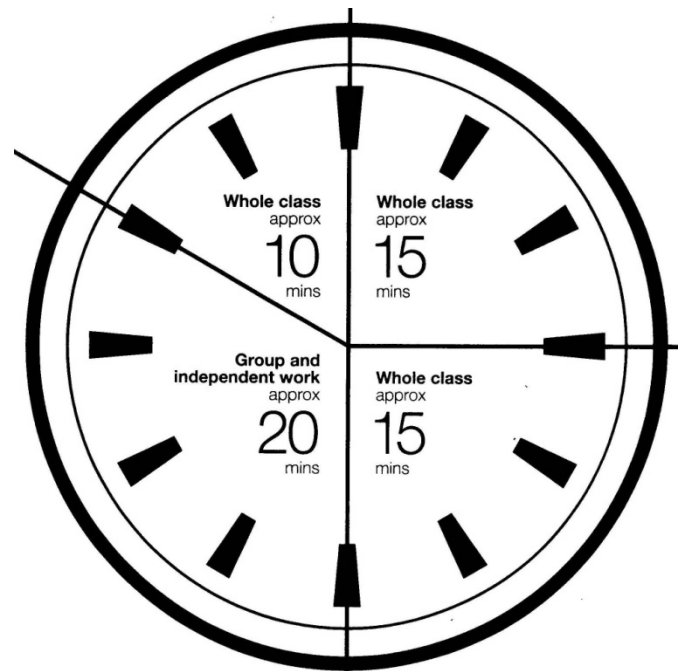
15 minutes Whole Class - Shared Reading and Modeled Shared (Writing). In Shared Writing teachers should use the texts from Shared Reading to stimulate writing

15 minutes Whole Class - Spelling and vocabulary work, grammar and punctuation

20 minutes Guide Group and Independent Work – The teacher does Guided Reading or Guided Writing to work with one group as the other students work independently or in small groups

10 minutes –Whole Class - Plenary session – this is not the time for ‘cleaning-up. It is the opportunity:

- For the teacher to review teaching points, clarify misconceptions
- For students to reflect and explain what they have learned and clarify thinking
- For students to practice newly learned skills
- To encourage feedback and constructive criticism
- For the teacher to monitor and assess some of the students’ work
- For the students to present their work



ASSESSMENT

In Foundation Based Education the role of assessment is to:

- Document the student's **successful** progress
- Support and guide the teacher's instruction
- Communicate to both the student and parents the child's successful growth.

In the curriculum there are checklists and also Assessment Opportunities that guide the teacher to look for steps reached by the student. Assessment focuses on what the student's strengths and weaknesses. Teachers should regularly reflect on how the student is progressing and use the results of assessment to plan for the teaching points that need to be emphasized in the next lesson. Most of the assessment that should take place on a daily basis is *formative* rather than *summative*.

The key characteristics of this formative assessment are:

- It is a *process* not one test.
- The results are used by both teacher and student.
- It takes place *during instruction*.
- It provides *assessment-based feedback* to students and teachers.
- The feedback helps teachers and students to make *adjustments* in order to improve successful mastery of target behaviours.

Assessment Aids

Formative assessment can take place in many ways. It can be done orally (listening and questioning) or in writing. The most common type of assessment is paper and pencil tests. In FBE we encourage the use of authentic assessment via portfolios. Samples of student's work can be carefully analyzed and feedback given to the student so they can improve their work. During Writing Conferences teaching points can be made. Below you will find some examples of rubrics and self assessment forms that can be adapted for your use. Many rubrics are available from Internet sites, e.g. www.rubrician.com & www.tensigma.org

Generic Rubric for Expressing Ideas Clearly⁴⁵

- 4 The student clearly and effectively communicates the main idea or theme and provides support that contains rich, vivid and powerful detail
- 3 The student clearly communicates the main idea or theme and provides suitable support and detail
- 2 The student communicates important information but not a clear theme or overall structure.
- 1 The student communicates information as isolated pieces in a random fashion.
- 0 No judgment can be made.

Retelling can be a good form of assessment for listening, reading or viewing fiction or informational texts. There are different forms of retelling⁴⁶.

Oral to Oral	Listens to a selection and retells it orally
Oral to Written	Listens to a selection and retells it in writing as a summary
Oral to Video	Listens to a selection and creates a video or movie of it
Reading to Oral	Reads a selection and retells it orally
Reading to Written	Reads a selection and retells it in writing as a summary
Reading to Video	Reads a selection and creates a video or movie of it
Viewing to Oral	Views a film and retells it orally
Viewing to Written	Views a film and retells it in writing as a summary
Viewing to Video	Views a film and creates a video or movie of it

⁴⁵ Taken from 'Transforming Classroom Grading' by Robert J. Marzano ASCD, Alexandria, Virginia, USA (2000)

⁴⁶ Taken from 'Checking for Understanding Formative Assessment Techniques for Your Classroom' by Douglas Fisher & Nancy Frey ASCD Alexandria Virginia USA (2007)

Figure 2.5		Retelling Rubric for Fiction		
Element	Exceeds Standards (2)	Meets Standards (1)	Needs Improvement (0)	Score
Characters	Your retelling describes the characters so that others have a good idea of what they are like.	Your retelling names the characters but does not describe much about them.	Your retelling confuses the identity of the characters or does not name them. Think about who was in the story and how they acted.	
Setting	Your retelling helps others get a clear idea of when and where the story took place.	Your retelling provides some details about where and when the story took place.	Your retelling needs to describe when and where the story took place.	
Problem	Your retelling describes the problem, why this problem occurred, and how it might be solved.	Your retelling names the problem but not how it occurred or might be solved.	Your retelling needs to describe the problem, how the problem developed, and how it might be solved.	
Solution	Your retelling focuses on how the characters solved the problem.	Your retelling includes some of the important events that led to the solution and most are in the correct order.	Your retelling needs to focus on the major events and how these events led to the solution to the problem.	
Delivery	Your retelling uses good rhythm, fluency, expression, and gestures. Your voice changes for different characters.	Your rhythm and expression are good most of the time and you use some gestures. Your voice changes for some of the characters.	Your retelling needs to include expression and gestures. Your voice should change for different characters.	

Figure 2.6		Retelling Rubric for Informational Text		
Element	Exceeds Standards (2)	Meets Standards (1)	Needs Improvement (0)	Score
Key Ideas	Your retelling identifies all of the key ideas from the text.	Your retelling identifies a number of key ideas from the text.	Your retelling needs to identify and describe the key ideas from the text.	
Details	Your retelling helps others understand the text by providing details for each key idea.	Your retelling provides some details for some of the key ideas.	Your retelling needs to link details with key ideas.	
Sequence	Your retelling identifies a clear sequence of information that helps the listener understand the information.	Your retelling provides information in a sequence, but the sequence is slightly confused or out of order.	Your retelling needs to have a sequence that helps the listener understand.	
Conclusion	Your retelling ends with a conclusion that is directly linked to the information you provided.	Your retelling includes a concluding statement.	Your retelling needs to focus on the major idea from the text and needs to summarize the information gathered.	
Delivery	You use good rhythm, fluency, expression, and gestures.	Your rhythm and expression are good most of the time and you use some gestures.	Your retelling needs to include expression and gestures.	

The Students will be developing multimedia presentations whilst executing projects for ‘The Project Approach’. Here is an example of a rubric that can be used to assess their presentations⁴⁷.

Figure 5.4		Multimedia Project and Performance Rubric			
	4	3	2	1	
Organization	Student presents information in a logical, interesting sequence that the audience can follow.	Student presents information in a logical sequence that the audience can follow.	Audience has difficulty following presentation because student does not consistently use a logical sequence.	Audience cannot understand presentation because there is no sequence of information.	
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease and provides expected answers to all questions but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.	
Graphics	Student's graphics explain and reinforce screen text and presentation.	Student's graphics relate to text and presentation.	Student occasionally uses graphics that rarely support text and presentation.	Student uses superfluous graphics or no graphics.	
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.	
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact but still reads most of report.	Student reads all of report with no eye contact.	
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	

⁴⁷ Taken from ‘Checking for Understanding Formative Assessment Techniques for Your Classroom’ by Douglas Fisher & Nancy Frey ASCD Alexandria Virginia USA (2007)

Whilst working on projects in groups the students should be able to assess⁴⁸ how they worked.
(Social Emotional Development Link)

Figure 5.3	Self-Assessment of Group Work				
Name: _____					
Date: _____					
Project: _____					
Members of my group: _____ _____ _____					
Please rank yourself based on your contributions to the group. Circle the number that best describes your work.					
5 = Always 4 = Almost Always 3 = Sometimes 2 = Once or Twice 1 = Never					
I completed my tasks on time.	5	4	3	2	1
I contributed ideas to the group.	5	4	3	2	1
I listened respectfully to the ideas of others.	5	4	3	2	1
I used other people's ideas in my work for the project.	5	4	3	2	1
When I was stuck, I sought help from my group.	5	4	3	2	1
Additional comments: 					

It is important for the students to assess their own competency in Literacy at different times.

⁴⁸ Taken from 'Checking for Understanding Formative Assessment Techniques for Your Classroom' by Douglas Fisher & Nancy Frey ASCD Alexandria Virginia USA (2007)

Name _____ Grade _____ Teacher _____ Date _____

**STUDENT SELF-ASSESSMENT CHECKLIST OF LITERACY-
STUDY SKILLS**
(Intermediate Grade Level)

Put an X in the book beside each statement that is *correct*.

1. I am able to find the main idea in most of the paragraphs I read.
2. I am able to find the important details in most of the paragraphs I read.
3. I am able to use the various aids that are found in my textbooks such as the table of contents, chapter subheadings, highlighting, glossary, and index.
4. I am able to use a dictionary whenever I need it to do my schoolwork.
5. I am able to use such resources as encyclopedias, an encyclopedia on CD-ROM, trade books, newspapers, magazines, a telephone directory, *The Guinness Book of Records*, and *The Reader's Guide to Periodical Literature* to locate the information I need to do my schoolwork.
6. I am able to use the school library and/or a public library to locate the information I need to do my schoolwork.
7. I usually am able to remember the information I read in the books at school.
8. I do my homework every night when I have homework to do.
9. I have a special place to do my homework.
10. I usually remember to bring my homework back to school.
11. I can listen and follow most of the directions my teacher gives at school.
12. I usually can understand the maps, tables, and graphs my textbooks contain.
13. I change my speed of reading depending upon how hard the material is and why I am reading it.
14. I am able to read different kinds of material such as chapter books, biographies, plays, poems, social studies textbooks, science textbooks, and arithmetic textbooks fairly well.
15. I am able to react to what I read by such activities as creative dramatics, reading response journals, or creative writing of stories or poems.
16. I usually am able to distinguish between fact and opinion
17. I can read and follow the directions to perform an experiment from my science textbook.
18. I am able to understand the following symbols in arithmetic: $+ - \times =$
19. I usually am able to understand and solve the word problems are found in my arithmetic textbook.
20. I think I am a good reader.
21. I think I am a good student.

CHECKLISTS AVAILABLE FROM THE NETHERLANDS ANTILLES CURRICULUM FRAMEWORK

**Native Language and Communication
Literature Circle Checklist**

Name _____ Year _____

Title of Book: _____ As the child discusses the book, observe if the child is understanding the literary elements in the story.				
Can tell the main idea				
Can identify the theme or moral				
Can retell the story				
Can predict how a story will end				
Can identify the main character and other characters				
Can identify character traits and describe a character				
Can describe the setting				
Can describe the mood				
Can identify the solution/resolution				
Can connect the story to personal experience				
Can recognize types of stories				
Can discuss the author's point of view				
Can give his or her opinion of the book				
Can compare and contrast stories				
Can identify the problem				

**Native Language and Communication
Retell Checklist**

Name _____ Year _____

Title of Book: _____ Ask the child to retell the story he or she has read. Check the elements the child includes in the story retell. Evaluate the child by how much improvement the child is making "over time."				
Begins story retell with an introduction				
Identifies setting - Identifies time - Identifies place				
Identifies main character				
Identifies other characters				
Can retell plot (sequence of events)				
Identifies problem				
Identifies solution (resolution)				
Identifies theme or moral				
Comments:				

Native Language and Communication Writing Checklist

Name _____ Year _____

Can carry a story (beginning, middle, and End)				
Uses punctuation - period - comma - question mark - exclamation mark - quotation marks - question mark				
Organizes with writing webs or outlines				
Writes with paragraphs				
Writes with descriptive words - adjectives - adverbs - similes - metaphors - figures of speech				
Writes with a variety of genres - factual report - imaginative story - poetry - personal narrative - Retelling - Communication				
Edits own writing				

Running Records

The Running Record is a method of observing a student's reading behaviour. There are many different versions of the running record, some more complex than others. The most simple can be taken on any piece of paper. The record documents the cues the student is using while reading either **semantics** (meaning), **syntax** (grammatical structure) and **phonics** (visual graphics). The running record is used to:

- Assess level of reading accuracy
- Evaluate if the text is too difficult or easy for the student
- Keep track of the student's progress

After taking the running record the teacher determines if the child is reading at **Independent**, **Frustrational** or **Independent** level.

Student Example

In the sea, a harbour seal pup learns to catch and eat fish by ^{sc} watching its mother. By the time it ^{was} is weaned, at the age of four or five weeks, it is able to feed on its own.

Without a mother, and living ^{temporarily} temporarily in captivity, Pearson had to be taught what a fish was and how to swallow it. Eventually, he would have to learn to catch one himself.

Holly started his training with a small herring-an oily fish ^{sc} which is a favourite with seals. Gently she opened his mouth and slipped the fish in headfirst. Harbor seals have sharp teeth for catching fish but no teeth for grinding and chewing. They swallow their food whole.

But Pearson ^{did not} ~~didn't~~ seem to understand what he was supposed to ^{when} do. He bit the down on the fish and ~~then~~ ^{he} ^{first} ^{an} spit it out. Holly tried again. This ^ time Pearson got ~~the~~ idea. He swallowed the herring in one gulp.

Teacher Analysis

Number of words = 159

Number of errors = 9

Score 159

9 = 1:17.6 = 94% **Instructional** Level

Analysis of Miscues:

	Meaning(1)	Syntax (7)	Visual graphics (6)
<u>is</u>	*	x	½
was			
<u>temporaly</u>	*	*	*
temporarily			
but	*	x	x
<u>did not</u>			
didn't	*	*	*
do	x	x	x
<u>when</u>	*	x	½
then			
he	*	x	x
first	*	x	x
<u>an</u>	*	x	x
the			

Instruction needs to be based on grammar and phonics, as well as how to read.

Summative Assessment

Summative assessment takes the form of **assessment focuses (AF)** which periodically review and assesses students' ongoing work. They can be used by external evaluators to create examinations which are administered by the principal, education ministry or researchers. Literacy Assessment Focuses are based primarily in Reading and Writing. They provide a framework for looking at what students have learned and how well they have learned. Assessment Focuses provide broad areas for evidence of competency level. Combinations of target behaviours enable assessment focuses to be realized. The table below gives an example of how target behaviours are linked to given assessment focus

Assessment Focus	Target behaviors
<i>Reading AF1:</i> Uses a range of strategies including accurate decoding of text to read for meaning	<ul style="list-style-type: none"> • Decodes unfamiliar developmentally appropriate words by using: letter-sound correspondence; syllabification and rhyme; word structure; grammar; word meaning • Uses a combination of word recognition skills and strategies to accurately decode unfamiliar words quickly • Reads developmentally appropriate sight words automatically • Reads texts accurately, and smoothly at an appropriate pace • Reads texts with expression • Uses knowledge of text structures to understand the text • Uses knowledge of grammar, phonics and vocabulary to understand the text
<i>Writing AF8:</i> Uses correct spelling	<ul style="list-style-type: none"> • Spells words quickly and accurately when writing • Uses a variety of spelling resources to support correct spelling

Points to Remember about Literacy Assessment Focuses

- Reading AFs
 - They are not hierarchical, age or ability related
 - Readers use a range of strategies to decode texts (AF1)
 - Reading involves making meaning from content, structure and language (AFs 2 - 5)
 - Developing readers need to make sense of a wide range of texts (AF3)
 - AFs 4 – 7 highlight critical analysis and evaluation and build on skills in AFs 1 - 3
 - When exploring a text readers respond to texts by looking at specific aspects (AFs 4 – 5) and to the text as a whole (AF6)
- Writing AFs describe the key elements of performance when writing a wide range of types of text. Assessment of writing begins at sentence level and then moves on to the whole text structure. **An assessment must be made using a range of writing done in a particular period e.g. a half term.**

Cycle II – End of Year 2 Assessment Focuses⁴⁹
Reading

	AF1 – uses a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understands, describes, selects or retrieves information, events or ideas from texts and uses quotations and references to text	AF3 – deduces, infers or interprets information, events or ideas from texts	AF4 – identifies and comments on the structure and organization of texts including grammatical and presentational features at text level	AF5 – explains and comments on the authors’ use of language including grammatical and presentational features at sentence level	AF6 – identifies and comments on authors’ purposes and viewpoints and the overall effect of the text on the reader	AF7 – relates texts to their social, cultural and historical traditions
Yr 2 level	In some reading: <i>*range of key words read on sight</i> <i>*unfamiliar words decoded using appropriate strategies, e.g. blending sounds</i> <i>*some fluency and expression, e.g. taking into account punctuation such as speech marks</i>	In some reading: <i>*some literal information recalled, e.g. names of characters, main ingredients</i> <i>* has a clear idea of where to look for information, e.g. about the characters or topics</i>	In some reading: <i>*gives simple inference about events and information, using evidence from the text</i> <i>*comments based on textual cues, sometimes misunderstood</i>	In some reading: <i>*some awareness of use of features and organization e.g. beginning and ending of story, types of punctuation</i>	In some reading: <i>*notes some effective use of language e.g. use of the word ‘creepy’ to describe an atmosphere</i> <i>*identifies familiar language patterns, e.g. once upon a time, first, last</i>	In some reading: <i>*some awareness that authors have viewpoints and purpose, s e.g. he thinks it is unfair, it tells you how to make something</i>	In some reading: <i>*general features of genres identified, e.g. information books, stories, print media</i> <i>*some awareness that books are set in different times and places</i>
Circle	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof

⁴⁹ Using the terms **beginning**, **progressing** or **proficient** the person making the evaluation can decide the level of the student in each sub domain area by matching the student’s performance or work with the criteria (bold) and indicators (italics). If all criterion and indicators are met the student is **proficient**; if the student fails to meet one or two indicators the student is said to be **progressing**. A student at **beginning** meets only one indicator.

	AF1 – uses a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understands, describes, selects or retrieves information, events or ideas from texts and uses quotations and references to text	AF3 – deduces, infers or interprets information, events or ideas from texts	AF4 – identifies and comments on the structure and organization of texts including grammatical and presentational features at text level	AF5 – explains and comments on the authors’ use of language including grammatical and presentational features at sentence level	AF6 – identifies and comments on authors’ purposes and viewpoints and the overall effect of the text on the reader	AF7 – relates texts to their social, cultural and historical traditions
Yr 1 level	<p>In some reading with support: <i>*some high frequency and familiar words read fluently and automatically</i></p> <p><i>*decodes familiar and some unfamiliar words using blending as the primary approach</i></p> <p><i>* some awareness of punctuation marks, e.g. pausing at full stops</i></p>	<p>In some reading with support: <i>*recalls some simple points from familiar texts</i></p> <p><i>*some pages/sections of interest located, e.g. favourite characters/events/information/pictures</i></p>	<p>In some reading with support: <i>*inference at a basic level, e.g. identifying the character who is speaking in a story</i></p> <p><i>*comments/questions about the meaning of parts of the text, e.g. illustration details, diagrams, changes in font style</i></p>	<p>In some reading with support: <i>*some awareness of the meaning of simple text features, e.g. font style, labels, titles</i></p>	<p>In some reading with support: <i>*comments on obvious features of language, e.g. rhymes and repetition, significant words and phrases</i></p>	<p>In some reading with support: <i>*some simple comments about preferences, mostly linked to own experiences</i></p>	<p>In some reading with support: <i>*distinguishes a few basic features of well known stories and information texts, e.g. what typically happens to bad/good characters, differences between types of text in which photographs or drawings are used</i></p>
Circle	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof

Overall Assessment: **Beginning** 1 or 2 **Progressing** 1 or 2 **Proficient** 1 or 2 **Below Cycle II**

Name of Student: _____ **Class:** _____ **Date:** _____

Writing

	AF5 – varies sentences for clarity, purpose and effect	AF6 – writes with technical accuracy of syntax ⁵⁰ and punctuation in phrases, clauses and sentences	AF3 – organizes and presents whole texts effectively, sequencing and structuring information, ideas and events	AF4 – constructs and links paragraphs effectively	AF1 – writes imaginative, interesting and thoughtful texts	AF2 – produces texts that are appropriate to task, purpose and reader	AF7 – selects appropriate and effective vocabulary	AF8 – uses correct spelling	Handwriting and presentation
Yr 2 level	<p>In some forms of writing: *uses some variety in sentence openings</p> <p>*uses simple sentences with ‘and’ to connect clauses</p> <p>*past and present tense usually consistent</p>	<p>In some forms of writing: *uses grammatically correct clauses</p> <p>*uses capital letters and full stops to show sentences</p> <p>*some accurate use of questions, exclamation marks and commas</p>	<p>In some forms of writing: *has some basic understanding of sequencing of ideas or material, e.g. time related words or phrases, headings, numbers, line breaks</p> <p>*signals openings and/or closing</p>	<p>In some forms of writing: *ideas in sections grouped by content, some linking such as pronouns</p>	<p>In some forms of writing: *mostly uses relevant ideas and content which are repeated or sparse</p> <p>*makes some interesting and fitting word choices</p> <p>*makes brief comments, questions about actions, suggests a viewpoint</p>	<p>In some forms of writing: *establishes basic tasks or purpose, e.g. main features of story or report</p> <p>*uses some appropriate features of the genre given</p> <p>*makes an attempt to adopt an appropriate style</p>	<p>In some forms of writing: *uses mostly simple speech like vocabulary to convey meaning</p> <p>*some adventurous word choices, e.g. use of new vocabulary</p>	<p>In some forms of writing: *usually has correct spelling of: -high frequency grammatical function words -common single syllable words</p> <p>*likely errors -inflected endings, e.g. past tense, plurals, adverbs -phonic attempts at vowel digraphs</p>	<p>In some forms of writing: *correctly shapes letters with inconsistent orientation, size and use of upper/lower case letters</p> <p>*Clear letter formation with distinguishable with ascenders and descenders, no mixing of upper and lowercase letters within words</p>
Circle	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt

⁵⁰ Sentence construction, the grammatical arrangement of words

	AF5 – varies sentences for clarity, purpose and effect	AF6 – writes with technical accuracy of syntax ⁵¹ and punctuation in phrases, clauses and sentences	AF3 – organizes and presents whole texts effectively, sequencing and structuring information, ideas and events	AF4 – constructs and links paragraphs effectively	AF1 – writes imaginative, interesting and thoughtful texts	AF2 – produces texts that are appropriate to task, purpose and reader	AF7 – selects appropriate and effective vocabulary	AF8 – uses correct spelling	Handwriting and presentation
Yr 1 level	<p>In some writing with support: *uses simple phrases and sentences</p> <p>*some sentences are formed by joining clauses together, e.g. a series of ideas joined repeatedly by ‘and’</p>	<p>In some writing with support: *mostly uses grammatically accurate clauses</p> <p>*some awareness of full stops and capital letters e.g. beginning /end of sentences</p>	<p>In some writing with support: * some familiar phrases show the beginning/ ending of text e.g. one day, the end</p> <p>*sometimes has the events in appropriate order e.g. items numbered</p>	<p>In some writing with support: *uses simple connectives between ideas or events e.g. repeated nouns, pronouns related to the main idea</p>	<p>In some writing with support: *basic information and ideas conveyed through appropriate word choice</p> <p>*uses some descriptive vocabulary, e.g. colour, size, emotion</p>	<p>In some writing with support: *some indication of basic purpose, particular form or the awareness of the reader, e.g. story, label, message</p>	<p>In some writing with support: *uses mostly simple vocabulary</p> <p>*communicates meaning through repetition of key words</p>	<p>In some writing with support: *correct spelling of simple high-frequency words</p> <p>*plausible spelling of words with digraphs and double letters</p> <p>*sufficient number of recognizable words in the writing</p>	<p>In some writing with support: * most letters correctly formed and orientated</p> <p>*spaces between words</p> <p>*lower and upper case sometimes distinguishable</p>
Circle	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt

Overall Assessment: **Beginning** 1 or 2 **Progressing** 1 or 2 **Proficient** 1 or 2 **Below Cycle II**
Name of Student: _____ **Class:** _____ **Date:** _____

⁵¹ Sentence construction, the grammatical arrangement of words

Cycle II – End of Year 4 Assessment Focuses

Reading

	AF1 – uses a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understands, describes, selects or retrieves information, events or ideas from texts and uses quotations and references to text	AF3 – deduces, infers or interprets information, events or ideas from texts	AF4 – identifies and comments on the structure and organization of texts including grammatical and presentational features at text level	AF5 – explains and comments on the authors’ use of language including grammatical and presentational features at sentence level	AF6 – identifies and comments on authors’ purposes and viewpoints and the overall effect of the text on the reader	AF7 – relates texts to their social, cultural and historical traditions
Yr 4 level	Not applicable at this level	<p>Across a range of reading: <i>*identifies some relevant points</i> <i>*makes comments supported by some relevant textual reference or quotation, e.g. reference is made to the appropriate section of text but lacks focus</i></p>	<p>Across a range of reading: <i>*comments make inferences based on evidence from different parts of the text, e.g. interpreting a character’s motive from actions throughout the story</i> <i>* inferences made are correct but evidence from the text is missing or is just repeated parts of the text</i></p>	<p>Across a range of reading: <i>*identifies some structural choices with simple comments e.g. ‘He describes the accident first and then goes back to tell you why the child was in the road.’</i> <i>* identifies some basic organizational feature, e.g. ‘The author uses bullets for the main points’</i></p>	<p>Across a range of reading: <i>*identifies some basic features of the author’s language choices, e.g. ‘All the questions make you want to find out what happens.’</i> <i>*makes simple comments on the author’s vocabulary choices, e.g. ‘The word “disgraceful” is used to show how upset grandfather is.’</i></p>	<p>Across a range of reading: <i>*identifies main purpose, e.g. ‘It tells why visiting the dentist is important.’</i> <i>*simple comments show an awareness of the author’s viewpoint, e.g. ‘He only tells about the good things about the farm and makes the shop sound boring.’</i> <i>*makes simple comments on the effect on the reader</i></p>	<p>Across a range of reading; <i>*identifies features common to different texts or versions of the same text, e.g. characters, settings</i> <i>*makes simple comments on the effect that reader’s or author’s context has on the meaning of the texts, e.g. place, social relationships, historical context</i></p>
Circle	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof
	AF1 – uses a	AF2 –	AF3 – deduces,	AF4 – identifies	AF5 – explains	AF6 – identifies	AF7 – relates

	range of strategies, including accurate decoding of text, to read for meaning	understands, describes, selects or retrieves information, events or ideas from texts and uses quotations and references to text	infers or interprets information, events or ideas from texts	and comments on the structure and organization of texts including grammatical and presentational features at text level	and comments on the authors' use of language including grammatical and presentational features at sentence level	and comments on authors' purposes and viewpoints and the overall effect of the text on the reader	texts to their social, cultural and historical traditions
Yr 3 level	In most reading: <i>*effectively uses a range of strategies to read fluently and with expression</i>	In most reading: <i>*identifies simple, most obvious points although there may be some misunderstanding, e.g. about information from different places in the text</i> <i>*some comments include quotations from or references to text but these are not always relevant, e.g. often retells sections of the text but it is not used to support the comments</i>	In most reading: <i>*straightforward inference based on a single point in the text, e.g. 'He is upset because it says he was crying.'</i> <i>* the comments on the text show comprehension at a literal level, e.g. 'Walking good' means 'walking carefully.' or on personal feelings rather than the feelings of the character in the text</i>	In most reading: <i>*identifies a few basic organizational features at text level with no comments, e.g. 'It tells about different things you can do at the zoo.'</i>	In most reading: <i>*identifies a few basic features of the author's use of language but with few comments, e.g. 'He uses lots of adjectives.'</i>	In most reading: <i>*comments made identify the author's main purpose, e.g. the author does not like violence'</i> <i>*expresses personal response but with little awareness of the author's viewpoint or the effect on the reader e.g. 'she was just mean like my grandmother is sometimes.'</i>	In most reading: <i>*identifies some simple connections between texts, e.g. similarities in plot, topic or books by the same author about the same characters</i> <i>*recognizes some features of the context of the text, e.g. historical setting, social or cultural background</i>
Circle	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof	B Prog. Prof

Overall Assessment: **Beginning** 1 or 2 **Progressing** 1 or 2 **Proficient** 1 or 2 **Below Cycle II**
Name of Student: _____ **Class:** _____ **Date:** _____

Writing

	AF5 – varies sentences for clarity, purpose and effect	AF6 – writes with technical accuracy of syntax ⁵² and punctuation in phrases, clauses and sentences	AF3 – organizes and presents whole texts effectively, sequencing and structuring information, ideas and events	AF4 – constructs and links paragraphs effectively	AF1 – writes imaginative, interesting and thoughtful texts	AF2 – produces texts that are appropriate to task, purpose and reader	AF7 – selects appropriate and effective vocabulary	AF8 – uses correct spelling	Handwriting and presentation
Yr 4 level	<p>Across a range of writing: *some variety in length, structure or subject of sentences</p> <p>*use of some connectives e.g. if, when, because throughout the text</p> <p>*some accurate variation in tense and verb forms</p>	<p>Across a range of writing: *sentences are clearly identified throughout the text including questions</p> <p>*speech marks are correctly used with other speech punctuation</p> <p>*commas are used in lists and occasionally to mark clauses (not accurately)</p>	<p>Across a range of writing: *ideas are organized by grouping related points or by time sequence</p> <p>*ideas are organized with a fitting opening and closing which are sometimes linked</p> <p>*ideas or material are generally in a logical sequence but the overall direction is not clear</p>	<p>Across a range of writing: *paragraphs/ sections help to organize content, e.g. main idea supported by detail sentences</p> <p>*limited range of connectives between sentences, e.g. overuse of ‘also’ or pronouns</p> <p>*some attempts to establish links between paragraphs/ sections</p>	<p>Across a range of writing: *relevant ideas and content chosen</p> <p>*some ideas and material developed in detail, e.g. descriptions with many adverbial phrases</p> <p>*straightforward viewpoint established and maintained, e.g. writing in role</p>	<p>Across a range of writing: *main purpose of writing is clear but not maintained consistently</p> <p>*main features of selected genre are clear and appropriate to the purpose</p> <p>*style is generally appropriate to the task but awareness of the reader is not sustained</p>	<p>Across a range of writing: *some evidence of deliberate vocabulary choices</p> <p>*some expansion of general vocabulary to match the topic</p>	<p>Across a range of writing; *correct spelling of:</p> <p>-most common grammatical words including adverbs with ‘ly’</p> <p>-regular formed multi-syllabic words</p> <p>-most past, present tense inflections, plurals</p> <p>-homophones of common grammatical words</p> <p>*occasional plausible invented spelling</p>	<p>Across a range of writing: Not applicable at this level</p>
Circle	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt
	AF5 –	AF6 –	AF3 –	AF4 –	AF1 – writes	AF2 –	AF7 – selects	AF8 – uses correct	Handwriting

⁵² Sentence construction, the grammatical arrangement of words

	varies sentences for clarity, purpose and effect	writes with technical accuracy of syntax and punctuation in phrases, clauses and sentences	organizes and presents whole texts effectively, sequencing and structuring information, ideas and events	constructs and links paragraphs effectively	imaginative, interesting and thoughtful texts	produces texts that are appropriate to task, purpose and reader	appropriate and effective vocabulary	spelling	and presentation
Yr 3 level	In most writing: <i>*relies on simply constructed sentences, variation with support</i> <i>*the most common connectives used are 'and', 'but' and 'so'</i> <i>*some limited variation in use of verb tense</i>	In most writing: <i>*straight forward sentences marked accurately with punctuation marks</i> <i>*some limited use of speech punctuation</i> <i>*use of commas in narratives</i>	In most writing: <i>*some attempt to organize ideas with related points placed next to each other</i> <i>*openings and closings are usually signaled</i> <i>*some attempt to sequence ideas or material logically</i>	In most writing: <i>*some internal structure within sections of text, e.g. one-sentence paragraphs</i> <i>*links between sentences within paragraphs/ sections, e.g. use of pronouns</i> <i>*movement between paragraphs sections disjointed</i>	In most writing: <i>*some appropriate ideas and content included</i> <i>*some attempt to elaborate on basic information or events, e.g. nouns with adjectives</i> <i>*attempt to adopt a viewpoint, though not maintained</i>	In most writing: <i>*purpose is established at a general level</i> <i>*main features of selected genre signaled to the reader occasionally</i> <i>*some attempts at appropriate style, with attention to the reader</i>	In most writing: <i>*simple, generally appropriate vocabulary used, limited in range</i> <i>*some words selected for effect or occasion</i>	In most writing: <i>*correct spelling of</i> <i>-some common grammatical function words</i> <i>-common content words with more than one syllable including compound words</i> <i>*likely errors</i> <i>-some inflected ending e.g. past tense, adverbs, comparatives</i> <i>-some plausible invented spellings</i>	In most writing: <i>*legible style shows accurate and consistent letter formation</i>
Circle	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt	B Pg Pt

Overall Assessment: **Beginning** 1 or 2 **Progressing** 1 or 2 **Proficient** 1 or 2 **Below Cy II**
Name of Student: _____ **Class:** _____ **Date:** _____

TIPS FOR CONTENT PLANNING

*The target behaviours in the curriculum are broad to accommodate the FBE philosophy.
This table gives a general guide to the content to be used at each level of Cycle II*

Oral Linguistic Skill

SKILL	Year 1	Year 2	Year 3	Year 4
<p>Listening & Responding <i>(This includes Viewing and Mass Media skills and Linguistics for the older students)</i></p>	<ul style="list-style-type: none"> • Listen to each others' views and preferences during group work • Listen to a talk by an adult, remember some key points and identify what has been learned • Respond to presentations by describing story elements, repeating highlights and adding constructive comments 	<ul style="list-style-type: none"> • Actively includes and responds to all group members • Show whether they disagree or agree with others' points of view in a whole class discussion • Listen to a broadcast, identify the presentational features used 	<ul style="list-style-type: none"> • Identify the main points of each group member, compare their arguments and how they are presented • Respond appropriately to the contributions of all group members • Compare the different uses of music, word and images in short extracts from TV programs • Identify how speech varies with age, gender, purpose and familiarity 	<ul style="list-style-type: none"> • Identify different types of questions and assess impact on the audience • Identify aspects of speech that vary between formal and informal occasions • Analyze use of persuasive language
<p>Listening Comprehension</p>	<ul style="list-style-type: none"> • Listen to others in class, ask relevant questions and follow instructions 	<ul style="list-style-type: none"> • Identify key sections of an information broadcast and note how the language is used to signal changes or transitions 	<ul style="list-style-type: none"> • Listen to a speaker, make notes and use the notes for drama 	<ul style="list-style-type: none"> • Identify the way spoken language is used according to differences in content and purpose of its use
<p>Speaking</p>	<ul style="list-style-type: none"> • Speak with clarity using appropriate intonation when reading & reciting 	<ul style="list-style-type: none"> • Choose and prepare poems for performance, using appropriate expression , tone and volume • Explain a process or present 	<ul style="list-style-type: none"> • Offer reasons and evidence for viewpoints when considering 	<ul style="list-style-type: none"> • Tell a story using notes • Present a spoken argument with logically sequenced

	<p>texts</p> <ul style="list-style-type: none"> • Tell real or imaginary stories using the conventions of familiar story language • Explains ideas and processes using imaginative vocabulary and non-verbal gestures 	<p>information with clear sequencing and the inclusion of relevant details and an effective ending</p> <ul style="list-style-type: none"> • Sustain a conversation giving reasons for viewpoints or choices • Use specific vocabulary in different contexts • Use speech to organize roles and actions during group work • Use the language of possibility to investigate and reflect on feelings, behavior or relationships 	<p>alternative opinions</p> <ul style="list-style-type: none"> • Tell stories logically and effectively while conveying information • Use and reflect on rules for sustaining conversations 	<p>views, evidence and use of persuasive language</p> <ul style="list-style-type: none"> • Use and explore different question types and different ways words are used, formally and informally
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Reading Skill

SKILL	Year 1	Year 2	Year 3	Year 4
<i>Phonics and decoding</i>	<ul style="list-style-type: none"> • Review Cycle I phonemes • Hard/soft ‘g’ ‘c’; digraphs ‘ck’ diphthongs r-controlled vowels 	<ul style="list-style-type: none"> • Silent consonants, two sounds of ‘s’; application of vowel principles of syllabication • Use diacritical marks to help with pronunciation of vowels 	<ul style="list-style-type: none"> • Use the dictionary to check pronunciation of words by diacritical marks and the schwa (unstressed vowel as the <i>a</i> in <i>above</i>) 	
<i>Vocabulary development</i>	<ul style="list-style-type: none"> • Word opposites • Addition of er/est to change meaning • Words with multiple meanings • Common homonyms and synonyms • Use syntax and content to build personal vocabulary when reading 	<ul style="list-style-type: none"> • Antonyms, synonyms, homonyms • Figures of speech • Sensory words such as onomatopoeia • Use syntax and content to build personal vocabulary when reading 	<ul style="list-style-type: none"> • Review and extension of Year 2 • Use knowledge of word structures and origins to develop understanding of word meaning 	<ul style="list-style-type: none"> • Expansion of vocabulary by reading and dictionary use • Distinguish between everyday use of words and their subject-specific use

<p>Comprehension (Both narrative and expository texts and study skills)</p>	<ul style="list-style-type: none"> • Review Cycle I skills • Identifying mood • Relating story facts to own experiences • Reading pictorial maps • Skimming texts • Read whole books independently and justify selections • Explain reactions to texts 	<ul style="list-style-type: none"> • All prior skills • Finding main idea / details • Organizing and summarizing • Recalling story facts • Recognizing sequence • Reading for information • Drawing conclusions • Forming judgments • Making inferences • Predicting • Identifying cause & effect • Identify how different texts are organized (reference texts, media texts (printed and on screen) as well as narrative texts) • Share reasons for reading preferences • Empathize with characters and discuss moral dilemmas portrayed in texts 	<ul style="list-style-type: none"> • All prior skills • Appreciation of literacy skill • Enriching and evaluating information • Forming opinions and summarizing • Interpreting ideas, maps and pictures • Outlining • Using study texts e.g. encyclopedias, atlas • Reading charts and graphs • Use knowledge organizations features of a text to find information 	<ul style="list-style-type: none"> • Strengthening prior skills • Locating and using information, reading for accurate detail, using index and pronunciation keys, use of heading and type style to highlight words of importance, use of table of contents • Reflect on reading habits and plan personal reading goals
<p>Critical Analysis and Evaluation</p>	<ul style="list-style-type: none"> • Draw together ideas and information from the whole text • Give reasons why things happen or characters change • Explain organizational features of texts, including alphabetical order, layout, diagrams, captions and bullet points (hyperlinks on the computer) • Explain how particular 	<ul style="list-style-type: none"> • Identify and make notes of the main points of sections read • Infer characters' feelings in fiction and consequences in logical explanations • Explore how different texts appeal to readers (using varied sentence structures and descriptive language) 	<ul style="list-style-type: none"> • Identify and summarize evidence from a text to support a hypothesis • Deduce reasons for the behavior of characters from their actions and explain the development of ideas in non-fiction texts • Explain how writers use figurative and expressive language to create images and 	<ul style="list-style-type: none"> • Make notes on and use evidence from across the text to explain events or ideas • Infer the author's perspectives from what is written and what is implied • Compare different types of narrative and information texts and how they are structured • Explain how writers

	words are used including words and expressions with similar meanings		atmosphere <ul style="list-style-type: none"> • Interrogate texts to deepen and clarify understanding • Explore how and why authors write through face-to face contact or online contact 	use language for comic and dramatic effect <ul style="list-style-type: none"> • Compare the usefulness of techniques (visualization, prediction and empathy) in comprehending texts • Compare how a common theme is presented in poetry, prose and other media
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Writing Skill

SKILL	Year 1	Year 2	Year 3	Year 4
<i>Writing process</i>	<ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning how and what to write • Use planning to establish clear sections for writing • Use appropriate language structures to link paragraphs or sections • Select from different presentational features to suit particular writing purposes on paper or screen • Make word and language choices based on the style and purpose for writing • Write legibly using proper capitalization and spacing • Use cursive script 	<ul style="list-style-type: none"> • Make decisions about form and purpose of writing • Signal sequence, place and time to make writing consistent • Group materials into paragraphs • Use beginning, middle and end to write narratives with logical sequencing and resolutions to conflicts • Write non-narrative texts using different structures • Select and use a range of technical and descriptive vocabulary • Use layout, format and graphics and illustrations for different purposes 	<ul style="list-style-type: none"> • Develop and refine ideas in writing using planning and problem solving strategies • Use settings and characterization to engage the reader • Summarize and shape material and ideas from different sources to write informative texts • Use language to create humour, emphasis, atmosphere or suspense • Choose and combine words, images and other features for 	<ul style="list-style-type: none"> • Reflect independently and critically on own writing and edit and improve it • Experiment with different narrative styles when writing stories • Adapt narrative forms and styles to write fiction or factual texts • Vary the pace and develop a viewpoint using direct and indirect speech • Create multi-layered texts on the computer • Experiment with the order of sentences

	<ul style="list-style-type: none"> • Use the computer to type texts for presentation 	<ul style="list-style-type: none"> • Write with consistent size and proportion of letters, spacing and formation • Develop accuracy and speed when using keyboarding skills to type, edit or re-draft 	<p>effect</p> <ul style="list-style-type: none"> • Organize texts into paragraphs to distinguish between different processes, events or information • Write consistently with neat, legible handwriting • Use word processing packages to present written work 	<p>and paragraphs for effect</p> <ul style="list-style-type: none"> • Change the order of material within a paragraph, moving the topic sentence • Adapt handwriting for specific purposes • Use a range of ICT programs to present texts
Grammar and Spelling	<ul style="list-style-type: none"> • Write simple and compound sentences using conjunctions of time and reason • Compose sentences using tense (present and past) consistently • Maintain consistency in non-narrative texts • Use question marks and commas in lists • Structure – plurals ('f' to 'v' add 'es'); contractions; possessive words; verb endings; suffixes as syllables, ('en', 'est', 'ly', 'ily') and for forms of adjectives; prefix ('un'); alphabetizing to 2nd letter; syllabication up to 3 syllables, (double consonants, prefixes & suffixes) • Spelling strategies • Use spelling patterns 	<ul style="list-style-type: none"> • Show relationships between clauses using conjunctions • Compose sentences using adjectives, verbs and nouns for clarity and impact • Recognize a range of prefixes and suffixes, understanding how they change meaning and spelling • Structure – Hyphenated words; finding root words; prefixes ('dis', 're', 'im'); syllabication ('le', compound words, vowel sound); suffixes ('ly', 'ness', 'ment', 'ful', 'ish', 'less'); compound words divided by word parts • Adverbs, use of apostrophe (contraction/possession) • Sentences – significance of word order 	<ul style="list-style-type: none"> • Use adverbs and conjunctions to link paragraphs • Use commas to mark clauses and for the possessive apostrophe • Review compound words, prefixes and suffixes taught earlier; introduce 'in', 'anti', 'inter', 'mis' and 'or', 'ours', 'ness', 'ward', 'hood', 'ation', 'al' • Review rules of syllabication and introduce words like ma/chine 	<ul style="list-style-type: none"> • Adapt sentence construction to different text types, purposes and readers • Punctuate sentences accurately using speech marks and apostrophes • Spell words with unstressed vowels (schwa) • Know and use unusual prefixes and suffixes such as 'im', 'ir', '-cian' • Group and classify words according to their spelling patterns and meanings • Review spelling rules and structural analysis taught earlier

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