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The Ministry of Education of Belize would like to thank all of these people for their contributions.
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Introduction

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

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

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

This book contains the following major parts:
- Content Standards and Learning Outcomes for Lower Division.
- A Curriculum Web
- A Planning Guide
- An Encyclopaedia of Information for Language Arts Teachers

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

GOAL 11 of the National Goals of Education in Belize

By the end of primary school, all students should have the ability to communicate proficiently in English.¹

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

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

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

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

Following the Curriculum Web, a planning guide gives scope and sequence charts for Infant I, Infant 2 and Standard 1, as well as a sample annual plan and unit plan for the beginning of Infant 1. Although these sections are advisory and schools may vary from the formats provided, all teachers are expected to have annual, unit and either weekly or daily lesson plans. All schools should revise the scope and sequence charts so they meet the needs of their particular students.

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

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

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

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

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

Further Guidance

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

1. recognize that all students come to school with strengths in their home language;
2. plan language and literacy instruction that builds on students’ home language experiences, knowledge and skills, even when the that language is not the language of schooling;
3. where appropriate, provide initial language and literacy instruction in the a child’s home language;
4. where appropriate, evaluate students’ attainment of learning outcomes in the students preferred language;
5. in all situations, treat second-language learners respectfully and offer equal educational opportunities that honour basic general educational principles;
6. consider that bilingualism or multilingualism is desirable.
7. understand that the accumulated wisdom of research in the field of bilingualism suggests that while initial literacy learning in a second language can be successful, it is riskier than starting with the child’s home language— especially for those children affected by poverty, low levels of parental education, or poor schooling.
Language is essential to the intellectual development and socialisation of children and basic to all learning. It contributes to personal growth and cultural enrichment and is a major means of interpreting reality and expressing the unique experiences of individuals and of different cultural groups. Language is the major medium of communicating knowledge and ensuring contact between generations. Languages share many universal features that make all humans similar to each other and distinct from other living things. Skilled and proficient use of language also contributes to economic and social success.

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

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

The Government of Belize, in keeping with the above:

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

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

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

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

Each content standard has four components:

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

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

For example, for first content standard:

The number is **CS1**
The short title is *Identify and Distinguish between Sounds*
The skills description is *Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.*

CS1 has a total of 12 learning outcomes. Some examples are:

- **CS1.1** Identify a series of words that begin with the same sound. (Infant 1)
- **CS1.10** Divide two syllable words into syllables and clap the syllables of a short sentence. (Infant 2)

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

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

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

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<th>Content Standard Description</th>
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<td>CS1 Identify and Distinguish between Sounds</td>
<td>Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.</td>
</tr>
<tr>
<td>CS2 Listen for Information</td>
<td>Extract relevant information, including directions, main ideas and other details from a spoken text.</td>
</tr>
<tr>
<td>CS3 Interpret and Evaluate Oral Presentations</td>
<td>Discuss, interpret, evaluate and analyse oral presentations.</td>
</tr>
<tr>
<td>CS4 Listen and Communicate</td>
<td>Effectively and appropriately engage in conversations for a variety of purposes.</td>
</tr>
<tr>
<td>CS5 Respond to Spoken Texts</td>
<td>Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.</td>
</tr>
<tr>
<td>CS6 Comprehend and Interpret Visual Images</td>
<td>Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.</td>
</tr>
<tr>
<td>CS7 Respond to Visual Images</td>
<td>Connect visual images to personal choices, experiences, emotions, ideas and moral values.</td>
</tr>
<tr>
<td>CS8 Ask and Answer Questions</td>
<td>Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.</td>
</tr>
<tr>
<td>CS9 Express Opinions and Communicate Ideas</td>
<td>Effectively and clearly state, develop, explain and justify opinions and ideas.</td>
</tr>
<tr>
<td>CS10 Narrate Real and Fictional Events</td>
<td>Effectively and clearly describe events and stories they have witnessed, heard, or invented.</td>
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<tr>
<td>CS11 Deliver Reports and Speeches</td>
<td>Prepare and confidently and effectively deliver formal reports and speeches for a variety of</td>
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<td>Content Standard Number and Title</td>
<td>Content Standard Description</td>
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<tr>
<td>CS12 Display Self-Esteem while Speaking</td>
<td>Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.</td>
</tr>
<tr>
<td>CS13 Perform Drama</td>
<td>Develop and role-play improvised skits and dramatically perform items from a prepared script.</td>
</tr>
<tr>
<td>CS14 Recite Poetry</td>
<td>Recite poetry with confidence and with appropriate pace, volume, intonation and stress.</td>
</tr>
<tr>
<td>CS15 Participate in Group Discussions</td>
<td>Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.</td>
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<tr>
<td>CS16 Pronounce Words Appropriately</td>
<td>Pronounce words clearly and appropriately.</td>
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<tr>
<td>CS17 Use Correct Grammatical Structures in Speech</td>
<td>Use sentence structure, word order, agreement patterns and other grammatical features correctly.</td>
</tr>
<tr>
<td>CS18 Use Appropriate Styles and Registers in Speech</td>
<td>Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.</td>
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<tr>
<td>CS19 Use Speech Prosody and Gesture</td>
<td>While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns.</td>
</tr>
<tr>
<td>CS20 Apply Phonics Knowledge</td>
<td>Use knowledge of the relationship between letters and sounds to decode words in print.</td>
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<tr>
<td>CS21 Recognize Words by Sight</td>
<td>Read words automatically and instantaneously, without having to decode or guess.</td>
</tr>
<tr>
<td>CS22 Use Context Clues</td>
<td>Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an.</td>
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<tr>
<td>Content Standard Number and Title</td>
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<tr>
<td>unknown word or phrase.</td>
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<tr>
<td>CS23 Display Word Power</td>
<td>Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.</td>
</tr>
<tr>
<td>CS24 Use a Dictionary</td>
<td>Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.</td>
</tr>
<tr>
<td>CS25 Read Aloud</td>
<td>Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.</td>
</tr>
<tr>
<td>CS26 Select Appropriate Reading Material</td>
<td>Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.</td>
</tr>
<tr>
<td>CS27 Comprehend Fiction Texts</td>
<td>Find, sequence and retell story information.</td>
</tr>
<tr>
<td>CS28 Interpret Stories</td>
<td>Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.</td>
</tr>
<tr>
<td>CS29 Relate Personally to Stories</td>
<td>Connect stories to personal choices, experiences, emotions, ideas and moral values.</td>
</tr>
<tr>
<td>CS30 Read and Relate to Poetry</td>
<td>Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.</td>
</tr>
<tr>
<td>CS31 Comprehend Non–Fiction Texts</td>
<td>Extract, sequence, synthesize and use information contained in non–fiction texts.</td>
</tr>
<tr>
<td>CS32 Research from Non–Fiction Texts</td>
<td>Locate information in non–fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting</td>
</tr>
<tr>
<td>Content Standard Number and Title</td>
<td>Content Standard Description</td>
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<tr>
<td>CS33 Analyse the Language, Nature and Structure of Texts</td>
<td>Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.</td>
</tr>
<tr>
<td>CS34 Write Stories</td>
<td>Compose stories using a variety of genres, techniques, structures and settings.</td>
</tr>
<tr>
<td>CS35 Write Poetry</td>
<td>Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.</td>
</tr>
<tr>
<td>CS36 Write Letters</td>
<td>Compose, with appropriate structure and language, letters for a range of social and professional purposes.</td>
</tr>
<tr>
<td>CS37 Write Non-Fiction</td>
<td>Write essays, journals, reports and other texts to instruct, inform, record, summarize, evaluate, discuss and persuade.</td>
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<tr>
<td>CS38 Plan and Edit Writing</td>
<td>Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.</td>
</tr>
<tr>
<td>CS39 Present Written Work Appropriately</td>
<td>Neatly present written work according to established norms and conventions.</td>
</tr>
<tr>
<td>CS40 Write Clearly and Legibly</td>
<td>Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.</td>
</tr>
<tr>
<td>CS41 Spell Words Appropriately</td>
<td>Spell words in accordance with accepted conventions.</td>
</tr>
<tr>
<td>CS42 Use Capital Letters Appropriately</td>
<td>Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.</td>
</tr>
<tr>
<td>Content Standard Number and Title</td>
<td>Content Standard Description</td>
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<tr>
<td>CS43 Use Punctuation Appropriately</td>
<td>Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons</td>
</tr>
<tr>
<td>CS44 Apply Correct Grammatical Forms in Writing</td>
<td>Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.</td>
</tr>
<tr>
<td>CS45 Incorporate Stylistic Devices in Original Writing</td>
<td>Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.</td>
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Infant 1 Learning Outcomes

Note: Where there are no learning outcomes for a content standard, teachers can refer to the Infant 2 learning outcomes for guidance.

CS.1 Identify and Distinguish between Sounds
1.1 Identify a series of words that begin with the same sound.
1.2 Listen to rhymes and songs to begin developing a sense of rhyme.
1.3 Identify a series of words that rhyme.
1.4 Discriminate between onsets and rimes in speech.
1.5 Identify and distinguish between the main 42 phonemes used in the English language.
1.6 Identify, orally, all the individual phonemes in consonant-vowel-consonant and vowel-consonant-vowel words.
1.7 Blend three phonemes together to make a word.
1.8 Understand the terms vowel and consonant as they relate to sounds.

CS.2 Listen for Information
2.1 Follow simple, one and two step, oral directions.
2.2 State correct answers to literal comprehension questions in response to stories presented orally.

CS.3 Interpret and Evaluate Oral Presentations
3.1 Establish good eye contact with a speaker.
3.2 Demonstrate awareness of whether a presenter is telling a story or dealing with a factual topic.

CS.4 Listen and Communicate
No learning outcomes for this grade level

CS.5 Respond to Spoken Texts
5.1 Recognize emotions, for example, happy, sad, or angry, of characters in stories presented orally.

CS.6 Comprehend and Interpret Visual Images
6.1 Understand that visual images contain information.
6.2 Identify and differentiate shapes, sizes, letters, numbers, patterns (etc.)
6.3 Connect a visual image to a story text.

CS.7 Respond to Visual Images
7.1 State whether they like or dislike a picture or whether it makes them feel happy or sad.
CS.8  Ask and Answer Questions
  8.1  Ask a teacher or familiar adult questions to obtain information or permission.
  8.2  Follow an agreed procedure for asking and answering questions in class, for example by raising a hand and waiting for the teacher.
  8.3  Answer questions, possibly using sentence fragments and gestures.

CS.9  Express Opinions and Communicate Ideas
  9.1  State likes, dislikes and preferences.

CS.10 Narrate Real and Fictional Events
  10.1 Describe a recent event during class "circle time" or to the teacher or familiar adult.
  10.2 Briefly describe objects, animals, and places.

CS.11 Deliver Reports and Speeches
  11.1 Take part in "circle time" activities in which each student contributes an item.

CS.12 Display Self-Esteem while Speaking
  12.1 Speak in a natural, easy manner with children and adults with whom they are familiar.

CS.13 Perform Drama
  13.1 Individually, act out the meaning of a single word, for example, an action verb

CS.14 Recite Poetry
  14.1 Accompany rhymes and songs with simple actions.
  14.2 Chorally, with the aid of the teacher, recite simple poems with actions.

CS.15 Participate in Group Discussions
  15.1 In a teacher led discussion, wait for someone else to finish talking and not interrupt them.

CS.16 Pronounce Words Appropriately
  16.1 During speech, clearly and correctly pronounce the main 42 phonemes (language sounds) of standard English.

CS.17 Use Correct Grammatical Structures in Speech
  17.1 State ideas in complete simple sentences.
CS.18 Use Appropriate Styles and Registers in Speech

18.1 Use appropriate forms for making requests (for example by saying please and thank you) and expressing needs.

CS.19 Use Speech Prosody and Gesture

19.1 Speak with voice volume appropriate to the listener and the situation.

CS.20 Apply Phonics Knowledge

20.1 Recognise and name all letters of the alphabet in upper and lower case

20.2 Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look)

20.3 Identify the initial sound and the corresponding letter of a spoken word, object or picture.

20.4 Blend a vowel and a consonant together to read a two letter word, for example, at, it, ma, pa, in, am

20.5 Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.

20.6 Read words with initial consonant clusters, br-, tr-, bl-, gl-, st-, sn-, and dr-.

20.7 Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using ai/ee/ie/oa/oo/a_e/i_e.

20.8 Read words ending with the consonant clusters, -nd, -lp, -st, -nk, -sp, and -nt.

20.9 Understand the terms vowel and consonant as they relate to letters and sounds.

CS.21 Recognize Words by Sight

21.1 Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.

21.2 Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.

CS.22 Use Context Clues

22.1 Identify the purpose of, a noun in written text.

22.2 Identify the purpose of, a verb in a written text.

22.3 Identify when a noun in a written text is plural.

22.4 Identify a pronoun in a written text.

CS.23 Display Word Power

23.1 Recognize unusual words encountered in nursery rhymes and frequently read stories.

CS.24 Use a Dictionary

24.1 Recite the names of letters in correct alphabetical order.
CS.25  Read Aloud

25.1 Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.

25.2 Individually and in chorus, read aloud words which are used on a regular basis, e.g. numbers, days, and weather words.

25.3 Read, or pretend to read to other people, dolls and toys.

25.4 Track text in the right order, i.e. left to right, top to bottom, page to page.

25.5 In chorus and along with the teacher, read a familiar short story or poem aloud.

CS26  Select Appropriate Reading Material
No learning outcomes for this grade level

CS.27  Comprehend Fiction Texts

27.1 Re-enact familiar, simple, stories through role play.

27.2 Recall, word for word, phrases that are repeated several times in a simple story.

27.3 Recount, re-enact with toys, or sequence using pictures, the main events of a familiar nursery rhymes and stories.

CS.28  Interpret Stories

28.1 Discuss the causes of events in simple stories.

28.2 Predict the next section of a story with a repetitive, predictable pattern.

CS.29  Relate Personally to Stories

29.1 Respond emotionally to stories and experience satisfaction, enjoyment, sadness, etc.

29.2 State whether they like or dislike a story.

CS.30  Read and Relate to Poetry

30.1 Connect the text of a poem to accompanying pictures.

CS.31  Comprehend Non-Fiction Texts

31.1 Read and follow a simple, single step instruction.

31.2 Read simple, highly pictorial, non-fiction texts on familiar themes of interest.

CS.32  Research from Non-Fiction Texts
No learning outcomes for this grade level

CS.33  Analyse the Language, Nature and Structure of Texts

33.1 Understand the difference between fact and fantasy.

CS.34  Write Stories

34.1 Illustrate a sentence or short story with a picture and add a caption made up of one or two letters or short words.
CS35  Write Poetry
No learning outcomes for this grade level

CS36  Write Letters
No learning outcomes for this grade level

CS.37  Write Non-Fiction
37.1 Label simple diagrams, for example of parts of the body.
37.2 Write simple, one or two word informational texts such as signs and directions.

CS38  Plan and Edit Writing
No learning outcomes for this grade level

CS39  Present Written Work Appropriately
No learning outcomes for this grade level

CS.40  Write Clearly and Legibly
40.1 Demonstrate correct technique for holding a pencil
40.2 Develop motor skills through colouring, tracing and scribbling
40.3 Write slants, curves and letter-like shapes free-hand.
40.4 Write letters on a page from left to right and top to bottom.
40.5 Form the 26 upper and lower-case letters of the alphabet and numbers by tracing dots on a page
40.6 Distinguish in writing between easily confused letters, for example b, d, p, q.
40.7 Write on a line provided in a notebook.
40.8 Write with correct letter size and space using guidelines.
40.9 Form letters with the "tails" necessary for cursive writing.
40.10 Colour an outline shape while keeping between the lines.

CS.41  Spell Words Appropriately
41.1 Include letter like forms or single letters when communicating through drawing.
41.2 Spell words using one or two feature letters, for example, first and last letters only.

CS.42  Use Capital Letters Appropriately
42.1 Use a capital letter for the beginning of their own name.
42.2 Differentiate between capital and lower case letters.

CS43  Use Punctuation Appropriately
No learning outcomes for this grade level

CS44  Apply Grammatical Forms Correctly
No learning outcomes for this grade level

CS45  Incorporate Stylistic Devises in Original Writing
No learning outcomes for this grade level
Infant Two Learning Outcomes

Note: Where there are no learning outcomes for a content standard, teachers can refer to the Infant 1 or Standard 1 learning outcomes for guidance.

CS.1 Identify and Distinguish between Sounds

1.9 Generate a new rhyme from a prompt word.
1.10 Divide two syllable words into syllables and clap the syllables of a short sentence.

CS.2 Listen for Information

2.3 Perform a simple procedure after listening to a description of it.
2.4 Recall one or two important points after listening to a short spoken text.
2.5 Identify main characters and events in stories presented orally.

CS.3 Interpret and Evaluate Oral Presentations

3.3 Identify the mood and tone of speech
3.4 Sit quietly and be attentive to a presenter.

CS.4 Listen and Communicate

4.1 Demonstrate courteous listening behaviours in small group situations.

CS.5 Respond to Spoken Texts

5.2 Answer simple questions about their feelings in response to stories and poetry presented orally
5.3 Predict outcomes of familiar, repetitive stories presented orally.
5.4 Retell/dramatize parts of stories heard.

CS.6 Comprehend and Interpret Visual Images

6.4 Follow instructions given by the means of gestures, symbols and pictures.
6.5 Select or draw a series of pictures to retell a story

CS.7 Respond to Visual Images

7.2 Express a point of view based on viewing a picture.
CS.8 Ask and Answer Questions
8.4 Ask a partner simple questions to acquire information using who, what, when, where, and how.
8.5 Ask a partner questions about a topic of interest.
8.15 Give appropriate spoken responses to greetings, instructions and requests.

CS.9 Express Opinions and Communicate Ideas
9.2 Use complete sentences of five or more words to express ideas, preferences and needs.

CS.10 Narrate Real and Fictional Events
10.3 Describe a picture using complete sentences.
10.4 Calmly describe a recently witnessed event.

CS.11 Deliver Reports and Speeches
11.2 Give simple reports about current weather conditions.

CS.12 Display Self-Esteem while Speaking
12.2 Demonstrate feelings of self-worth and express ideas confidently.
12.3 Express humour and other appropriate feelings

CS.13 Perform Drama
13.2 Role play simple situations with at least one other person, for example "at school", "at the store," etc.

CS.14 Recite Poetry
14.3 Play with rhyme by changing familiar poems and nursery rhymes.
14.4 In a group, memorize a short poem for public performance, e.g. to a group of parents or at the Festival of Arts.

CS.15 Participate in Group Discussions
15.2 In small group or class discussion wait for someone else to finish talking and not interrupt them.

CS.16 Pronounce Words Appropriately
No learning outcomes for this grade level

CS.17 Use Correct Grammatical Structures in Speech
17.2 Form the plural of most nouns correctly while speaking standard English.
17.3 Modify a noun with an adjective in a spoken sentence.
CS18  Use Appropriate Styles and Registers in Speech  
*No learning outcomes for this grade level*

CS19  Use Speech Prosody and Gesture  
*No learning outcomes for this grade level*

CS.20  Apply Phonics Knowledge

20.10 Read words containing vowel digraphs ea (seat), a_e (cake) ay (day), ew (flew), oy (boy), ow (cow & low),

20.11 Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.

20.12 Sound out two syllable words that are spelt using conventional consonant, "short" vowel and commonly occurring "long" vowel letter representations.

20.13 Read words ending in -ss -ck -ff -ll

20.14 Discriminate between words beginning with hard/soft c and g

20.15 Recognize words ending with common spelling patterns, e.g. -old, -ing, -op, -end, -and.

CS.21  Recognize Words by Sight

21.3 Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense).

21.4 Read on sight approximately one hundred high frequency words including numbers, seasons, months of the year, common colour words and the name of the school.

CS.22  Use Context Clues

22.5 Identify, and explain the purposes of, full stops and question marks in written texts.

22.6 Identify a proper noun in a written text.

22.7 Identify, and explain the purpose of, an adjective in a written text.

22.8 Use visual images to predict the meaning of unfamiliar words.

22.9 Identify a compound word in a written text.

CS.23  Display Word Power

23.2 Show interest in learning about new words encountered in reading.

23.3 Read and understand common compound words and split them into their component parts, e.g. himself, handbag, teaspoon.

23.4 Identify the opposites of familiar words.

CS.24  Use a Dictionary

24.2 Place words that begin with different letters in correct alphabetical order.

24.3 With help, find information in simple dictionaries with illustrations.
CS.25 Read Aloud

25.6 Read simple stories independently, pointing to words as they read.
25.7 Understand that a line of text and a sentence are not the same thing.
25.8 Pronounce the majority of phonetically spelt, one and two syllable words, correctly.
25.9 Follow words with eyes without having to point.
25.10 Individually read aloud sentences from a familiar story or poem to a group or the whole class.

CS.26 Select Appropriate Reading Material

26.1 Select and read for pleasure stories with familiar, repetitive and predictable patterns.
26.2 With guidance, select books appropriate to their interest and reading level from a shelf of books in the classroom.
26.3 Choose to frequently reread favourite stories and non-fiction books.

CS.27 Comprehend Fiction Texts

27.4 Retell, in the correct order, the main events of a simple story.
27.5 Recall one or two important points after listening to a short text.

CS.28 Interpret Stories

28.3 Discuss the connections between events in stories.
28.4 State, with reasons, whether they think a character is good or bad.

CS29 Relate Personally to Stories

No learning outcomes for this grade level

CS.30 Read and Relate to Poetry

30.2 Read aloud a short, single verse, poem.

CS31 Comprehend Non-Fiction Texts

No learning outcomes for this grade level

CS.32 Research from Non-Fiction Texts

32.1 List one or two pieces of information from a short non-fiction text.

CS33 Analyse the Language, Nature and Structure of Texts

No learning outcomes for this grade level

CS.34 Write Stories

34.2 Compose several original sentences based on a picture.
34.3 Illustrate a story with a picture and write a caption using real or invented spelling.
CS.35  Write Poetry

35.1 List sets of rhyming words.
35.2 Compose simple rhyming couplets.

CS.36  Write Letters

36.1 Create a birthday or Christmas card with an original message.

CS.37  Write Non-Fiction

37.3 Write short lists for a specified purpose, for example, a shopping list.
37.4 Write a few words or a sentence describing a recent experience.
37.5 Compose several original sentences describing a familiar person.
37.6 Write several sentences on one idea, picture or topic, using invented spelling where necessary.

CS.38  Plan and Edit Writing

38.1 Discuss what they intend to write, with a teacher and/or peer, before writing it.

CS.39  Present Written Work Appropriately

39.1 Head work with items copied from a worksheet or the board.
39.2 Develop a sense of pride in presenting neat and attractive written work.
39.3 Underline heading and rule off work.
39.4 Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author's name.

CS.40  Write Clearly and Legibly

40.11 Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.
40.12 Legibly copy print sentences from the board.
40.13 Join some letters to others, cursive, for example, c, a, o, l.

CS.41  Spell Words Appropriately

41.3 Spell words phonetically, so that all the sounds are represented by at least one letter.
41.4 Write captions for their own drawings, using invented spelling where necessary.
CS.42 Use Capital Letters Appropriately

42.3 Avoid inappropriately using capital letters in the middle of words and sentences.
42.4 Use capital letters for names of people.
42.5 Use capital letters for names of places, days and months.
42.6 Use capital letters at the beginning of sentences.
42.7 Use capital letter for the word "I".

CS.43 Use Punctuation Appropriately

43.1 Use a full stop at the end of a telling sentence.
43.2 Appropriately use question marks.

CS.44 Apply Correct Grammatical Forms in Writing

44.1 Form the plural of nouns by adding -s.
44.2 Use appropriate word order for simple subject-verb-object sentences in original writing.
44.3 Correctly use the articles a and an in original writing.
44.4 Appropriately substitute the nouns with the pronoun "it" and "them" in original writing.

CS.45 Incorporate Stylistic Devices in Original Writing

45.1 Modify a noun with an adjective in an original sentence.
Standard 1 Learning Outcomes

Note: Where there are no learning outcomes for a content standard, teachers can refer to the Infant 2 or Standard 2 learning outcomes for guidance.

CS1 Identify and Distinguish between Sounds
No learning outcomes for this grade level

CS.2 Listen for Information

2.6 Accurately write a sentence that is dictated.
2.7 Draw a picture with several elements described by another person.
2.8 Recall information from stories, poems and non-fiction texts presented orally.

CS.3 Interpret and Evaluate Oral Presentations

3.5 Listen politely to a variety of speakers.

CS.4 Listen and Communicate

4.2 Distinguish between types of speech, including casual conversation, writing and jokes.
4.3 Respect the views of others especially when they disagree, and be courteous to and thoughtful of others.

CS.5 Respond to Spoken Texts

5.5 Discuss the emotions they feel when listening to stories, poems and non-fiction texts presented orally.

CS.6 Comprehend and Interpret Visual Images

6.6 Determine the sequence and main idea of a story told entirely in pictures.
6.7 Tell a story or sequence of events based on a series of pictures.

CS.7 Respond to Visual Images

7.3 Identify and discuss the emotions of story characters or real people depicted pictorially.

CS.8 Ask and Answer Questions

8.7 Maintain a conversation with a series of short exchanges.

CS.9 Express Opinions and Communicate Ideas

9.3 Express and explore ideas based on the imagination.
9.4 Give simple reasons for their ideas based on direct observation or concrete experience.
CS.10 Narrate Real and Fictional Events
10.5 Using several sentences consecutively, describe an incident or tell a story based on recent or past own experience, in an audible voice.

CS.11 Deliver Reports and Speeches
11.3 Give a short report on a favourite topic to the rest of the class.

CS.12 Display Self-Esteem while Speaking
12.4 Demonstrate an ability to express ideas to people with whom they are not very familiar, for example visitors to the school.
12.5 Talk freely and easily about personal or group experiences and demonstrate a willingness and eagerness to speak.

CS.13 Perform Drama
13.3 In a small group, develop and perform simple role play based on a recent event or news item.

CS.14 Recite Poetry
14.5 When reciting, assume appropriate posture to aid voice and breath control.
14.6 Individually, recite simple poems with actions, either from memory or from a text.

CS.15 Participate in Group Discussions
15.3 Work alongside other students in a group, sharing equipment.

CS.16 Pronounce Words Appropriately
16.2 Consistently pronounce commonly encountered words appropriately and clearly.

CS.17 Use Correct Grammatical Structures in Speech
17.4 Apply appropriate present, past and future tense forms of verbs when speaking standard English
17.5 Modify a noun with two or more adjectives in a spoken sentence.

CS.18 Use Appropriate Styles and Registers in Speech
18.2 Use the telephone intelligently and courteously for a variety of purposes using appropriate forms of language.

CS.19 Use Speech Prosody and Gesture
19.2 Indicate, by varying the tone and pitch of the voice, when a question is being asked.
CS.20  **Apply Phonics Knowledge**

20.16 Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -lt, -xt, -lf, -nch, -lth.

20.17 Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, squ, str, sw, tw, thr, shr.

20.18 Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread)

20.19 Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft "j" or a "sh" sound as in vision, pleasure, station.

20.20 Use knowledge of similar words to read unfamiliar words correctly, e.g. getting slight from light, shroud from loud, etc.

CS21  **Recognize Words by Sight**

21.5 Read on sight approximately one hundred and fifty high frequency words including many that are not phonetically spelt.

CS.22  **Use Context Clues**

22.10 Use knowledge of common prefixes and suffixes to identify the meaning of a word.

22.11 Use background knowledge of the topic to identify the meaning of an unknown word.

22.12 Identify, and explain the purpose of, coordinating conjunctions, for example, and, or, but, in written texts.

CS23  **Display Word Power**

*No learning outcomes for this grade level*

CS.24  **Use a Dictionary**

24.4 Place a series of words that begin with the same letter in correct alphabetical order.

CS.25  **Read Aloud**

25.11 When reading aloud, expect sentences to make sense and re-read when they do not.

25.12 When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.

25.13 Individually read aloud a familiar short story.

25.14 Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.

25.15 Show awareness of the audience when reading aloud.

CS.26  **Select Appropriate Reading Material**

26.4 Independently, select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom.

CS.27  **Comprehend Fiction Texts**

27.6 Describe characters encountered in a story, using original words.
CS.28 Interpret Stories

28.5 Discuss multiple causes of an event in a story.
28.6 Discuss the main theme of a story.
28.7 Based on the plot, discuss why events happen the way they do in a simple story.
28.8 Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.

CS.29 Relate Personally to Stories

29.3 Link events and characters in stories to their own experience.

CS.30 Read and Relate to Poetry

30.3 Read a short poem and discuss its meaning

CS.31 Comprehend Non-Fiction Texts

31.3 Read and follow a set of instructions telling them to perform three consecutive actions.

CS.32 Research from Non-Fiction Texts

32.2 List the key points from a short non-fiction text.

CS.33 Analyse the Language, Nature and Structure of Texts

33.2 Recognize that “fairy stories” and other traditional stories often follow a similar pattern and often have distinctive beginning, middle and ending structures.

CS.34 Write Stories

34.4 Compose an original story, of at least five sentences, based on a picture, another story or personal experience, and illustrate it with a picture.
34.5 Rewrite a familiar story using original words.

CS.35 Write Poetry

35.3 Compose short poems that rhyme.

CS.36 Write Letters

36.2 Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.
36.3 Write a short letter to a friend to invite them to an event, to accept and invitation or to express thanks.
CS.37 Write Non-Fiction

37.7 Write a short non-fiction text, presenting ideas in a logical, sequential order.
37.8 Keep a daily record (journal) of events.
37.9 Write a paragraph describing a recent experience.
37.10 Write a paragraph describing interests.

CS.38 Plan and Edit Writing

38.2 Generate ideas relevant to a topic by brainstorming.

CS.39 Present Written Work Appropriately

39.5 Use margins appropriately.
39.6 Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.
39.7 Indent paragraphs.

CS.40 Write Clearly and Legibly

40.14 Join most letters to form cursive writing.
40.15 Develop a neat, legible handwriting.

CS.41 Spell Words Appropriately

41.5 Appropriately form plurals by adding -es and by changing y/ey to ies in original writing.
41.6 Spell common, irregularly spelt words, for example days of the week, numbers and question words correctly.

CS.42 Use Capital Letters Appropriately

42.8 Use capital letters for the names of streets, buildings and other geographical features.

CS.43 Use Punctuation Appropriately

43.3 Appropriately use commas in a series of adjectives or nouns.
43.4 Use an apostrophe in common contractions.

CS.44 Apply Correct Grammatical Forms in Writing

44.5 Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.
44.6 Construct simple noun-verb-noun sentences correctly in original writing.

CS.45 Incorporate Stylistic Devices in Original Writing

45.2 Modify a noun with two or more adjectives in an original sentence.
The Curriculum Web
Listening

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

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

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

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

Definitions
Onset: the initial consonant cluster of a syllable.
Rime: everything following an initial consonant cluster. Where there is no onset, the whole of a syllable is the rime.

Assessment
Key skills to assess include the ability to:
- Identify and generate words with similar beginning sounds and rhymes.
- Blend and segment, into phonemes, consonant-vowel-consonant and vowel-consonant-vowel words
- Divide words into speech syllables.

Content Standard 1
Identify and distinguish between sounds

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

Internet Resources
For a clear articles on phonological awareness instruction, see
http://www.ldonline.org/article/6254;
www.reading.org/resources/issues/positions_phonemic.html;
http://www.kidsource.com/kidsource/content2/phonemic.p.k12.4.html

Other Resources
Phonological awareness is usually taught as part of a phonics programme, such as Fast Phonics.
Sample Lesson Objectives

1.1 After listening to a story, students will identify words in it that begin with the /ch/ sound.
1.6 After hearing words spoken by the teacher, the students will identify the individual phonemes.
1.10 As a short sentence is read aloud the students will clap each syllable.

Learning Outcomes

Infant 1
1.1 Identify a series of words that begin with the same sound.
1.2 Listen to rhymes & songs to begin developing a sense of rhyme.
1.3 Identify a series of words that rhyme.
1.4 Discriminate between onset & rimes in speech.
1.5 Identify and distinguish between the main 42 phonemes used in the English Language.
1.6 Identify, orally, all the individual phonemes in consonant-vowel-consonant and vowel-consonant-vowel words.
1.7 Blend three phonemes together to make a word.
1.8 Understand the terms vowel & consonant as they relate to sounds.

Infant 2
1.9 Generate a new rhyme from a prompt word.
1.10 Divide two syllable words into syllables and clap syllables of a short sentence.

Standard 1
This content standard has no learning outcomes for Standard 1.

Sample Teaching Strategies

Stories: When a new sound is introduced, tell a story with many words containing that sound. Ask students to list all the words they heard with that sound, then read the story again and have them concentrate on spotting the relevant words.

Rhymes: Lower division students should encounter many songs, jingles, poems, and stories that contain rhymes and alliteration.

Phoneme Flashcards: Flashcards that have a picture and a large dot for each sound can help students who are finding segmenting words into phonemes difficult. Thus, a picture of a cat would be accompanied by three large dots; shop would also have three dots.

Explicit Phonological Awareness Teaching: Work on phonemes is an integral part of phonics teaching (CS20). Students who are struggling with phonics will probably benefit from additional, explicit work on recognizing the sounds in words. However, many students may find repetitive whole-class phonemic awareness teaching boring and demotivating.

Sample Student Activities

Phoneme Games: List words with similar beginning/middle/ending sounds (or onsets and rimes)
Phoneme Substitution: Change the initial/middle/ending sound to make a new word (row>sow, man>map, pin>pen, etc)
Phoneme Addition: Add a sound to make a new word: ink>pink, rip>trip, etc
I Spy: I spy with my little eye, something beginning with ...(sound)
Rhyming: Think of a word that rhymes with . . .
Clapping Syllables: Clap the syllables in words/sentences
Clapping Sounds: Clap the number of sounds in a word, or put one coin in a box for each sound.
Surprise Bag: Surprise bag of items beginning/ending with the same sound.
Word Play: Invent new words that rhyme with known words.

Linkages
CS14(S) Recite Poetry
CS16(S) Pronounce words appropriately
CS20(R) Apply Phonics Knowledge
Listen for Information

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

For lower division students to understand spoken texts, the speaker’s delivery usually has to be clear and the vocabulary has to be appropriate to children’s level. The spoken texts should not contain irrelevant information and should usually follow a sequential or chronological order. As students grow older, they should be able to cope with increasingly complex spoken texts.

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

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

Assessment
The key skill to assess is the students’ literal comprehension speech and texts read aloud.

Assessment Activities
Observation: The teacher should use any opportunity to observe students following and responding to directions given orally.
Listening Worksheets: On a worksheet with 6 rows of 4 different pictures, students circle the object that the teacher names.
Questioning: The teacher should monitor students’ answers to literal comprehension questions.
Repetition: Students repeat a text they have just listened to.
Recall: Students list characters in a story read aloud or other significant details.

Content Standard 2
Listen for Information

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

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

Also try:
http://www.teachingenglish.org.uk
**Learning Outcomes**

**Infant 1**
2.1 Follow simple one and two step directions.
2.2 State correct answers to literal comprehension questions in response to stories presented orally.

**Infant 2**
2.3 Perform a simple procedure after listening to a description of it.
2.4 Recall one or two important points after listening to a short spoken text.
2.5 Identify main characters and events in stories presented orally.

**Standard 1**
2.6 Accurately write a sentence that is dictated.
2.7 Draw a picture with several elements described by another person.
2.8 Recall information from stories, poems and non-fiction texts presented orally.

**Sample Lesson Objectives**
2.1 Students will listen to and follow a two step direction.
2.4 Students will recall two events after listening to the story, “John’s Treasure”.

**Sample Teaching Strategies**
Reading stories and short non-fiction texts aloud to students is central to developing students’ listening skills.

**Listening Environment:** Ensure a good listening environment by focusing students’ attention on the activity and by minimizing disruptions.

**Topic Discussion:** Introduce and discuss the topic to build on the students’ previous knowledge.

**Guided Listening:** Establish the purpose for listening by setting guiding questions or by telling the students what they have to listen out for.

**Highlight Key Features:** While saying/reading a text, emphasise key parts of it by varying voice intonation, pace and stress. If the students cannot complete their tasks after the first listening, repeat the text several times.

Note that asking young children to “listen and remember” can make them anxious and place great strain on their memory: the working memory of lower division students is relatively undeveloped. It is better to give the students specific points to listen out for.

**Sample Student Activities**
The following activities all help students develop basic listening skills.

**Task completion:** Students have to perform an action after listening to instruction.

**Colouring:** Ask the students to colour pictures according to your instructions.

**Information Gap Games:** Give students a worksheet with blank spaces to write or colour in according to your directions.

**Listen and Draw:** Two students sit back to back. One describes a picture, the other tries to draw what is being described.

**Simon Says:** and similar games in which students have to listen carefully to instructions in order to succeed.

**Oral Cloze:** Oral “fill in the blanks” exercises can prompt children to listen for key information.

**Song Key Words:** Give students some words on cards. Tell them that only some of the words are in the song. Sing the song (twice or three times) and ask students to select the words they heard.

**Linkages**
CS3(L) Interpret speech and evaluate speakers
CS5(L) Respond to spoken texts
CS27(R) Comprehend fiction texts
CS31(R) Comprehend non-fiction texts
3 Interpret and Evaluate Oral Presentations

**General Comments**

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

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

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

For lower division students, it is appropriate to bring in familiar adults, for example grandparents, other family members and people from the local community and churches.

**Assessment**

*Observation:* Teachers should observe and monitor students’ behaviour and attitude during presentations.

At a higher level, students can be assessed by their responses to the speaker.

**Content Standard 3 Interpret and Evaluate Oral Presentations**

Discuss, interpret, evaluate and analyse oral presentations.

**Internet Resources**

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

Much of the commentary on this page was drawn from the work of Brewster, Ellis & Girard.
Sample Lesson Objectives
3.3 After listening to a presentation, students will discuss how they felt.
3.4 & 3.5 During a presentation, students will demonstrate good “listening behaviour”.

Learning Outcomes

Infant 1
3.1 Establish good eye contact with a speaker.
3.2 Demonstrate awareness of whether a presenter is telling a story or dealing with a factual topic.

Infant 2
3.3 Identify the mood and tone of speech.
3.4 Sit quietly and be attentive to a presenter.

Standard 1
3.5 Listen politely to a variety of speakers.

Sample Teaching Strategies
Set specific listening tasks for each of the three stages: pre-listening, while-listening, post listening.

Pre-listening:
Build Listening Confidence: Students should be helped to understand that it is not important for them to understand or remember everything a speaker says. Establish Purpose: The reason for listening should be explained to the students so that they are clear why they are listening and what the main point or purpose of the activity is.
K-W-L Charts (See CS5)

While Listening:
Questions: Set questions that students need to find the answers for.

Post Listening:
Questions: Students ask the presenter questions. Discussion: Students discuss what they learnt.
Display: Create a classroom display about the presentation. Letters: Student can write letters to the presenter, for example thanking him/her. They can also be involved in writing letters when the presenter is first invited. Listing: Students write, in list form, what they remember from the presentation.

Sample Student Activities
Explicit Strategy Instruction: Help students develop specific strategies for listening.
Look at the speaker, pay attention and concentrate. Listen quietly. Make pictures in their heads about what they are hearing. Think of questions to ask. Guess intelligently: Use what you already know about the topic to help you understand what is being presented.

Linkages
CS2(L) Listen for Information
CS5(L) Respond to spoken texts
CS11(S) Deliver reports and speeches
CS31(R) Comprehend non-fiction texts
CS329R) Research from non-fiction texts
CS37(W) Write non-fiction
4 Listen and Communicate

Content Standard 4
Listen and Communicate

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

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

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

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

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

Assessment
The key skill to assess is listening behaviour.

Assessment Strategies/Activities
Observe the students’ behaviour in small group and whole class situations, noting especially their compliance with established rules for listening.

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

Internet Resources
The British Council/BBC web-site has a useful page at:
http://www.teachingenglish.org.uk/think/listen/listen_yl.shtml
Also see:
http://www.sasked.gov.sk.ca/docs/ela/listening01.html
Sample Lesson Objectives

4.1 & 4.3 Students will listen politely and attentively to their peers during morning circle.

Learning Outcomes

Infant 1
There are no Infant One learning outcomes for this content standard.

Infant 2
4.1 Demonstrate courteous listening behaviour in small group situations.

Standard 1
4.2 Distinguish between types of speech, including casual conversation, writing and jokes.

4.3 Respect the views of others especially when they disagree, and be courteous to and thoughtful of others.

Sample Teaching Strategies

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

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

Create a Listening Friendly Environment: Assess the classroom environment. Are there barriers to listening, for example the lay-out of the desks or background noise? Can these obstacles be changed or minimized?

Sample Student Activities

Morning Circle: Each morning give the students a chance to share news, ideas and information with the rest of the class. Over the course of a week, every student should contribute at least one item. Because one of the aims of morning circle is to encourage a classroom culture of respectful listening, it is important that the same students do not always dominate the discussion.

Role Play: Set up common situations, for example a shop, for simple role plays.

Interviews: Students can interview their friends to find out information, for example, their favourite colour. Students can record the results by colouring boxes or putting ticks next to pictures.

Repeat the story: One student tells a story to a small group. The other students have to retell the story when it is finished.

Linkages

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

Content Standard 5
Respond to Spoken Texts

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

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

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

Assessment
Students’ responses to spoken texts can be observed during discussions and further assessed through drawing or other written work.

Internet Resources
http://www.sasked.gov.sk.ca/docs/ela/listening01.html

For a brief explanation of KWL charts, see http://www.readingquest.org/strat/kwl.html
**Sample Lesson Objectives**

5.3 After listening to the first part of the poem, “The Adventures of Isabel,” students will discuss how they think it ends.

5.4 In small groups students will retell story of “The Adventures of Isabel”.

5.6 After listening to the poem, “The Adventures of Isabel,” students will discuss the emotions they felt.

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**Learning Outcomes**

**Infant 1**

5.1 Recognize emotions, for example, happy, sad, or angry, of characters in stories presented orally

**Infant 2**

5.2 Answer simple questions about their feelings in response to stories and poetry presented orally

5.3 Predict outcomes of familiar repetitive stories presented orally

5.4 Retell/dramatize parts of stories heard

**Standard 1**

5.5 Discuss the emotions they feel when listening to stories, poems and non fiction texts presented orally.

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**Sample Teaching Strategies**

In order to develop students’ ability to respond critically, emotionally and imaginatively to a text, it is necessary to spend considerable time with it, possibly over the course of several lessons.

**Before listening:** Provide background information about the text’s topic, author, purpose and other features and discuss it with the students.

**During listening:** Provide students with opportunities to deepen their knowledge and understanding of the text by using guiding questions. Read the text several times.

**After listening:** Allow the students to discuss and share ideas as a whole class, in small groups or with a partner. Encourage them to communicate their ideas in a variety of ways, for example, using role play, pictures or puppets and in writing.

**K-W-L Charts** (What I know, What I want to know, What I learnt) can help structure listening activities.

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**Sample Student Activities**

**DLTA:** Directed Listening Thinking Activities – Say, or read, a text to the class, stop at a point, ask the student to make predictions or discuss what they have heard, continue with the text and discuss whether the students’ ideas were confirmed.

**Partner Retell:** In pairs, one child reads a story, the other retells it, elaborating and developing it as they please.

**LAPS:** Listen, Ask, Picture and Summarize (listen carefully, ask questions, picture what you heard, visualized and felt, and summarize your ideas to a partner).

**Listen – Think – Pair – Share:** Students listen to a spoken text. They are given time to think about it before they discuss it in pairs. Finally they share their ideas with the whole class.

**Progressive stories:** A student starts a story with a single sentence. In turn, each student adds to the story.

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**Linkages**

CS2(L) Listen for information
CS3(L) Interpret and evaluate oral presentations
CS6(V) Comprehend and interpret visual images.
CS7(V) Respond to visual images
CS28(R) Interpret stories
CS29(R) Respond personally to stories
CS30(R) Read and relate to poetry
Viewing

CS6  Comprehend and Interpret Visual Images
CS7  Respond to Visual Images
6 Comprehend and Interpret Visual Images

General Comments

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

Visual images used for lower division students should:
- be clear and accurate
- be easy to read
- be logically coherent
- be colourful
- have a consistent scale and be correctly proportioned.

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

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

Assessment
Possible assessment activities include:
- sequencing images
- following directions to complete a physical activity
- creating a story using pictures
- matching pictures to appropriate text

Content Standard 6
Comprehend and Interpret Visual Images

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

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

Other Resources
Some picture books narrate stories using no, or very few words, for example, “A Day at Camp,” by George Ella Lyon.
**Learning Outcomes**

**Infant I**
- 6.1 Understand that visual images contain information.
- 6.2 Identify and differentiate shapes, sizes, letters, numbers, and patterns (etc.).
- 6.3 Connect a visual image to a story text.

**Infant 2**
- 6.4 Follow instructions given by the means of gestures, symbols and pictures.
- 6.5 Select or draw a series of pictures to retell a story.

**Standard 1**
- 6.6 Determine the sequence and main idea of a story told entirely in pictures.
- 6.7 Tell a story or sequence of events based on a series of pictures.

**Sample Lesson Objectives**

6.1 Students will match pictures of people to the names of different ethnic groups.

6.7 Students will study a comic strip and then retell the story with the events in the correct sequence.

**Sample Teaching Strategies**

Read Aloud: In many children’s books, the images contain more information than the written text. During a class read-aloud, teachers should elicit these extra details from students.

Choices: From a number of different pictures, students choose which one best illustrates a story.

Lists: Students list the items they can see in a picture.

Visual Presentation: Content information from all subjects should be presented using visual images as often as possible.

Common symbols: Before they can read letters, Infant 1 students should be able to interpret common signs and symbols, such as traffic signs, business logos, weather symbols, and so on.

**Sample Student Activities**

Picture recall: After studying a picture, students turn it over so they can’t see the picture and try to remember what was in it.

Spot the difference: Students explain the difference between two similar pictures.

Picture sequence: Given a series of pictures about a well known story, students put them in order. This can be a group activity.

Story illustration: Students draw pictures of a scene in a well known story. They can use the author’s own illustrations for ideas.

Signs treasure hunt: Students hunt for an object hidden in the classroom using wordless clues made of pictures and symbols.

Grouping: Students group letters, pictures and shapes according to common characteristics.

Mime: One student mimes an action, (without talking), for the other students to guess.

Matching: Students match a word or line of text to an appropriate picture.

Scrap books: Students paste pictures into a scrap book on a certain theme, e.g. my family or favourite foods.

**Linkages**

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

Children begin to interpret and respond to visual images in the earliest months of their lives. Even before they enter primary school, they encounter thousands of pictures, drawings and television images. The aim of this content standard is to help students recognize, think about and discuss their emotional reactions and intellectual responses to these images.

**Content Standard 7
Respond to Visual Images**

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

**Assessment**

Discussion: Teachers should monitor students’ oral responses to visual images.

**Internet Resources**

Information on visual-spatial learning is available at http://www.gifteddevelopment.com/Visual_Spatial_Learner/vsl.htm

Scholastic, the children’s book publisher has teaching resources on its web-site www.scholastic.com
Learning Outcomes

Infant 1
7.1 State whether they like or dislike a picture or whether it makes them feel happy or sad.

Infant 2
7.2 Express a point of view based on viewing a picture.

Standard 1
7.3 Identify and discuss the emotions of story characters or real people depicted pictorially.

Sample Lesson Objective

7.1 Students will observe various pictures and tell their partners how the images make them feel.
7.3 Students will observe various pictures and discuss with their partners how they think the people depicted feel.

Sample Teaching Strategies

Read Alouds: Students can achieve these learning outcomes by studying and discussing pictures accompanying stories being read aloud.

Exposure: Provide a variety of visual images such as pictures, videos, art, cartoons, graphs, diagrams, paintings and so on.

Media awareness: Discussion of the images seen in newspapers, in the street, and on television should begin in Infant 1 and continue throughout primary school.

Video: This content standard refers to video/tv images as well as to still photographs and drawings.

Language Experience Approach: Students’ responses to visual images can be dictated to the teacher and used for as the class’s reading texts.

Sample Student Activities

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

Dictation: Students can study a picture and dictate a sentence for the teacher to write underneath it.

Mime role-play: Students retell a short story using actions and gestures to communicate emotions.

Linkages
CS3(L) Interpret speech and evaluate speakers
CS6(V) Comprehend and interpret visual images
CS27(R) Comprehend fiction texts
CS28(R) Interpret stories
CS29(R) Relate personally to stories
CS31(R) Comprehend non-fiction texts
Speaking

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

**General Comments**

There are several content standards that relate to the development of interpersonal communication skills and, during planning, teachers should be aware of the learning outcomes for them all. These content standards include CS4, CS8, CS9, CS12 and CS15. Lower division students can use languages other than English in achieving the learning outcomes related to this content standard. Students are more likely to engage in discussion and conversation in their first language. However, throughout lower division they should also be developing their ability to converse in English.

Most classroom learning occurs through teacher-student and student-student dialogue and students need to learn how to use language collectively as a tool for thinking and learning. They need to learn to find out information, develop social skills, share ideas and experiences and solve problems through constructive talk.

Lower division students need some explicit instruction in how to work together. They need to be taught how to listen to each other and the type of questions that can be asked to obtain information. However, most of the time, teaching for this content standard will not be planned for; instead it will occur as the opportunity arises during the course of teaching other subjects and topics.

**Assessment**

Assessment through informal monitoring may be sufficient for this content standard.

**Content Standard 8**

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

**Internet Resources**

http://www.teachingideas.co.uk/english contains lesson ideas from a UK primary school.

One of the best writers on how children use language to communicate is Neil Mercer of Cambridge University. See for example, http://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20200D%20Papers/Chap%2011%20Mercer.pdf
Learning Outcomes

Infant 1
8.1  Ask a teacher or familiar adult questions to obtain information or permission.
8.2  Follow an agreed procedure for asking and answering questions in class, for example by raising a hand and waiting for the teacher.
8.3  Answer questions, possibly using sentence fragments and gestures.

Infant 2
8.4  Ask a partner simple questions to acquire information using who, what, when, where, and how.
8.5  Ask a partner questions about a topic of interest.
8.6  Give appropriate spoken responses to greetings, instructions and requests.

Standard 1
8.7  Maintain a conversation with a series of short exchanges.

Sample Lesson Objectives
8.1  During a guessing game, students will ask each other questions to obtain specific information.
8.3  During morning circle, students will answer questions posed by the teacher about their recent activities.
8.6  During a role play of a market shopping scenario, students will use appropriate greetings.

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

Questioning Technique: “Open ended” questions designed to stimulate thoughtful responses, inferring and deductions are usually preferable to questions that restrict the possible answers.

Reword and Recap: During conversations between the teacher and the student, the teacher should reword and recap what has been said to clarify and assess the student’s understanding. The teacher should also ask questions that encourage the student to elaborate on what they have said.

Make Connections: Teachers should consciously try to connect the subject of a conversation with a student to that student’s previous knowledge and experience. They should also consciously make connections between the topic and curricular matter.

Talking Rules: Each teacher should establish and practice procedures for asking and answering questions and model these procedures.

Buzz Groups: Instead of asking individual students in a whole class setting, ask small groups to consider questions jointly before answering.

Sample Student Activities
Talk About Your Partner: Students work in pairs. They have to find out something about their partner and then report it to the whole class.

Oral-Structured-Situations: Create role-play situations such as asking permission, shopping, buying, borrowing, or meeting a new friend.

Puppet Shows: Students can create their own puppets and then use them to have pretend conversations.

Book Club: In small groups, students can tell each other about books they have read or stories they have heard recently.

Guessing Games: Think of an animal; students have to ask questions in order to guess what it is.

Linkages
CS4(L)  Listen and communicate
CS5(L)  Respond to spoken texts
CS9(S)  Express opinions and communicate ideas.
CS12(S)  Display self-esteem while speaking
CS15(S)  Participate in group discussions
9 Express Opinions and Communicate Ideas

General Comments

As with CS8 and CS10, some students may need to use a language other than English to meet these learning outcomes. However, with all students, the transition to using English should begin in Infant I and by Standard 1 most students should be using English most of the time.

The focus of this content standard is talking about and explaining ideas. Thus, asking students not just what they think, but why they think it is important.

As with CS8, students are more likely to express themselves well if they are talking about a topic of interest to them while linking their ideas to their own experience. Teachers should also link ideas expressed orally to writing tasks.

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

Assessment

Essential skills to assess:
Ability to:
- describe objects in complete sentences
- express likes & dislikes about a given topic
- display creativity in the use of the imagination.
- state opinions on a topic from outside of school

Content Standard 9
Express Opinions and Communicate ideas

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

Internet Resources

www.teachingenglish.org.uk is a British Council sponsored web-site that contains many teaching ideas and recent articles. Its focus is on teaching English as a second language using a communicative approach.
Sample Lesson Objectives

9.1 After listening to a story, students will state if they what they like and dislike about it.

9.2 While discussing the topic “animals”, students will state which animals they would like to have as pets and explain why.

9.3 Using play dough, students will create an object and explain its design and function to the class.

Learning Outcomes

Infant 1
9.1 State likes, dislikes and preferences.

Infant 2
9.2 Use complete sentences of five or more words to express ideas, preferences and needs.

Standard 1
9.3 Express and explore ideas based on the imagination.

9.4 Give simple reasons for their ideas based on direct observations or concrete experience.

Sample Teaching Strategies

Speaking Rules: Establish rules about listening to each other and taking turns in conversations and discussions.

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

Dilemmas: Provide scenarios in which students have choose between two options and give reasons for their choice.

Caring Circle: Encourage students to discuss their personal feeling.

See also teaching strategies for CS8

Sample Student Activities

Speaking Game: Give each group a picture. After a group discussion, one students can talk about it.

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

Using the imagination: Students draw an imaginary object, or make up an imaginary event and talk about it in a small group.

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

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

General Comments

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

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

Note that, although the learning outcomes for lower division focus on describing real events, student narration of imaginary events should also be encouraged.

Assessment

Essential skills to assess include the ability to describe events, objects and animals, in any language and in standard English.

Teachers can use a simple rubric or checklist to note the following:
- Structure of the narrative (does it make sense)
- Creativity
- Use of appropriate vocabulary
- Use of appropriate sentence structure.

Content Standard 10
Narrate Real and Fictional Events

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

Internet Resources

A detailed article on story telling and education can be found at http://ijea.asu.edu/v2n1/ (Mello in the International Journal of Education & the Arts, Vol 2, 2001)

lessonplanspage.com is a useful source of teaching ideas on any subject.
Sample Lesson Objectives

10.1 After observing a recent event, students will describe it to the class.
10.3 Working in pairs, students will describe pictures to one another using complete sentences.
10.5 In groups, students will share personal news, using several consecutive sentences to describe events.

Learning Outcomes

Infant 1
10.1 Describe a recent event during class ‘circle time’ or to the teacher or familiar adult.
10.2 Briefly describe objects, animals and places.

Infant 2
10.3 Describe a picture using complete sentences.
10.4 Calmly describe a recently witnessed event.

Standard 1
10.5 Using several sentences consecutively, describe an incident or tell a story based on recent or past own experience, in an audible voice.

Sample Teaching Strategies

Model Speaking: Calmly, using audible voice, model speaking standard English in complete sentences.
Word Bank: Develop a word bank of descriptive words and reward the students for using them spontaneously. Also develop specific story telling vocabulary.
News Broadcast: Have children watch a television news broadcast and ask them to role-play being a news presenter.
Dramatization: Students dramatize situations described by the teacher, for example, shopping, meeting an angry dog, etc.
Grammar: Explicitly explain and model the difference between phrases and sentences.

Sample Student Activities

Morning Circle: Each morning, students share their “news” of family events or tell the class about events they have witnessed.
Word Collection: Students make personal collections of interesting words they encounter in stories and then try to use them in their own conversations.
Word of the Day: Each student selects a word from a dictionary that they will try to use at least once during the day.
Role Play: Students pretend to be news reporters and describe events orally.
Picture Description: Students describe pictures of events, objects, animals and places etc.
Talk Time Surprise Bag: Students pull objects, or questions written on cards, from a surprise bag. This can be done around a theme selected in advance by the students.
Picture Game: One student has a picture of an object that the other members of the group cannot see. The student describes the object, but without naming it. The other students have to guess what it is.

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

**Content Standard 11 Deliver Reports and Speeches**

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

**General Comments**

Some infant students may be reluctant to speak in front of the whole class. The teacher should create a safe environment that encourages them to do this.

Students should be encouraged to read aloud in front of the class, to give impromptu short speeches and to recite poems. The audience does not need to be limited to the classroom but can include the wider school and local community. Participation in occasions like the Festival of Arts should also be encouraged.

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

**Assessment**

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

Monitor students’ ability to maintain good eye contact, and use appropriate volume and posture. However, lower division students can only be expected to be beginning to develop these skills.

**Internet Resources**

Sample Lesson Objectives
11.1 During “Circle Time” each student will contribute sentences about a personal photograph.
11.3 After creating a weather wheel, students will use it to give a report on weather conditions to the class.

Learning Outcomes

Infant 1
11.1 Take part in ‘Circle Time’ activities in which each student contributes an item.

Infant 2
11.2 Give simple reports about current weather conditions.

Standard 1
11.3 Give a short report on a favourite topic to the rest of the class.

Sample Teaching Strategies

Modeling: The Teacher should model the skillful delivery of reports, using a clear voice with good volume while maintaining eye-contact and using a good posture.
Guidelines: The teacher and students may together prepare a list of guidelines to use during oral reports. For example, speak with a clear voice, speak loudly, look at the people you are speaking to, breath deeply before starting to speak and stand straight.
Pre-speaking activities: Giving a report is more likely to be effective if significant preparation is done

Sample Student Activities

Circle Time: Students should have the opportunity to share news every day.
Show and Tell: Students bring a favourite object/photograph from home and talk about it. This can be a small group or whole class activity.
Families: Each student brings a photograph of their family. They have to tell other students who is in the photograph. Photographs can be mounted for a display.
Weather Wheel/Chart/Role Play: Each day a student can have a turn to give the weather report.
Puppets/Cinema Box: The use of puppets, toys and other objects can make giving reports fun and help students overcome their timidity.

Linkages

CS3(L) Interpret and evaluate oral presentations
CS9(S) Express opinions and communicate ideas
CS13(S) Perform drama
CS14(S) Recite poetry
CS17(S) Use correct grammatical structures in speech
CS19(S) Use speech prosody and gesture
CS25(R) Read aloud
CS34(W) Research from non fiction texts
General Comments
Throughout lower division, students need to develop the ability to initiate and maintain conversations, conduct small group discussions and communicate and support ideas and opinions while listening to and evaluating those of others. These dispositions are covered in a series of content standards, for example, CS4, CS8 and CS9, that relate to the development of the students’ interpersonal intelligence.

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

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

Preventing students from using their first language, especially as they begin school, is likely to damage infants’ self esteem.

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

Assessment
Observation:
Focus on whether students can speak confidently in a natural manner.

Internet Resources
Teachers can find much useful information on web-sites aimed at parents, for example this article on self-esteem:
http://www.notmykid.org/parentArticles/SelfEsteem/

Content Standard 12
Display Self-Esteem while Speaking

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

**Infant 1**
12.1 Speak in a natural, easy manner with children and adults with whom they are familiar.

12.2 Demonstrate feelings of self-worth and express ideas confidently.

12.3 Express humour and other appropriate feelings.

**Standard 1**
12.4 Demonstrate an ability to express ideas to people with whom they are not very familiar, for example visitors to school.

12.5 Talk freely and easily about personal or group experiences and demonstrate a willingness and eagerness to speak.

**Sample Lesson Objectives**
12.1 In pairs, students will role-play a conversation without showing shyness or embarrassment.

**Sample Teaching Strategies**

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

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

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

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

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

**Sample Student Activities**

**Questionnaires:** Students can conduct simple questionnaires (with yes/no tick boxes and a limited number of questions) with teachers and other adults in the school.

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

**Situational Role-Play:** Students can role-play conversations for given situations, for example, meeting people for the first time. The teacher can provide model phrases for them to use, for example, “Good morning,” “What is your name,” “Where do you go to school?” This may be particularly useful for students whose first language is not English.

**Linkages**

CS4(L) Listen and communicate
CS8(S) Ask and answer questions
CS9(S) Express opinions and communicate ideas.
CS11(S) Deliver reports and speeches
CS13(S) Perform drama
CS14(S) Recite poetry
CS15(S) Participate in group discussions
CS25(R) Read aloud
General Comments
Role play in the classroom brings variety and fun. For it to succeed, the teacher must plan properly and believe in the positive impact the activities can have. High expectations need to be communicated to the students and a well-structured scenario needs to be created.

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

Dramatic activities at the lower division level need careful preparation and structuring. Role plays should be on topics or stories with which the students are already familiar.

Content Standard 13
Perform Drama

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

Assessment

Observation: Dramatic activities, including role plays provide the teacher with an opportunity to assess most of the learning outcomes relating to speaking, (CS8-19).

Rubrics: Simple rubrics that give points for creativity, confidence, use of voice and use of language can make assessment more objective. The rubrics can be shared with the students.

Internet Resources

http://www.bced.gov.bc./irp/drama810/apg.htm
http://www.teachingenglish.org.uk/think/speak/role_play.shtml
Learning Outcomes

Infant 1
13.1 Individually act out the meaning of a single word, for example, an action verb.

Infant 2
13.2 Role play simple situations with at least one other person, for example ‘at school,’ ‘at the store’, etc.

Standard. 1
13.3 In a small group, develop and perform a simple role play based on recent events or news item.

Sample Lesson Objectives

13.2 In small groups, students will role play a scenario given by the teacher about an accident in the play ground.
13.3 After discussing recent events, in groups students will choose one event and present a dramatization of it.

Sample Teaching Strategies

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

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

During Performance
Create a safe area for the performance.
Set rules for the performers and for the audience.
Encourage students to face the audience and speak loudly and clearly.
Give directions, encouragement and rewards.

Sample Student Activities

Miming Games: One student mimes a word or phrase, without speaking; the other students guess what it is.
Simon Says: Simon says and other games that require the students to make physical responses help build confidence.

Impromptu Short Performances: Students can be given opportunities to tell jokes, riddles and stories in front of the class.

Role Play Scenarios: Role plays should be used frequently in language teaching. Situations can be related to themes important for the students’ development, for example, health and safety, pollution and bullying. They can be related to fairy tales, rhymes, stories and recent events, as well as topics drawn from other areas of the curriculum.

Talking About a Partner: Students work in pairs before presenting information about each other.

Character Impersonation: Students take on the role of a story character.

Pretending Games: Students pretend to be a someone, for example a doctor, fire fighter, police officer, etc.

Linkages

CS5(L) Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.
CS10(S) Narrate real and fictional Events
CS11(S) Deliver reports and speeches
CS12(S) Display self-esteem while speaking
CS14(S) Recite poetry
CS25(R) Read aloud
CS199S) Use Speech prosody and gesture
CS31(R) Comprehend fiction texts
CS34(W) Write stories
14 Recite Poetry

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

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

From Infant 1, students can be helped to use a good delivery technique. When reciting poems the speaker should stand in front of an audience with the “speaker’s stance”. This entails balance, with the speaker’s feet approximately shoulder width apart. The reciter should avoid swaying or shifting weight from foot to foot. The stance may change if it is for emphasis. The speaker should have an erect posture, and, if not holding a book or paper, the hands can rest down at the speaker’s sides in a relaxed manner. If gestures (appropriate to material presented) are used, then afterwards the hands should return to the sides.

**Content Standard 14 Recite Poetry**
Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

**Assessment**
When assessing, monitor:
- the ability to link simple actions to words
- the ability to enunciate words clearly,
- the ability to memorize short chunks of verse.

**Internet Resources**
- [www.poetryclass.net](http://www.poetryclass.net) is an excellent, practical site. For lower division look for lessons at the KS1 level.
- [http://www.favoritepoem.org](http://www.favoritepoem.org), a collaboration between Boston University and the Poetry Society of America has good resources for teachers.
- To find poems, try [www.poemhunter.com](http://www.poemhunter.com)
- Also try [www.poetryteachers.com](http://www.poetryteachers.com)
Sample Lesson Objectives

14.1 During poetry circle, a student will present a favorite nursery rhyme using actions.
14.3 In groups, students will change the words of a well-known nursery rhyme to create an original one.
14.6 After having time to rehearse, students will recite the action poem “in the heart of a seed”, demonstrating appropriate posture and delivery technique.

Sample Teaching Strategies

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

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

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

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

Sample Student Activities

Complete the Line: The teacher supplies the a line of poetry, allowing the students to supply the last word of each line. Students can also come up with new lines for favourite poems, such as “The Wheels on the Bus” and “Old MacDonald”.

Friday Fish Bowl: When a student has memorized a poem, they put the title on a piece of paper in the “fish bowl”. On Fridays- a fish is selected and the child recites the poem.

Syllable Clapping: As the teacher reads a poem aloud, the students clap each syllable.

Poem Line: The students form a line, each person has one part of a poem to memorize and recite. After they have mastered this, change the order of the line-up.

Rhyming Games: In small groups, student make a list of words that rhyme with one supplied by the teacher.

Fill-in-the-blanks poem: Give the students a poem with blank spaces that they to fill with their own rhyming words, for example, “My ____ is like a ____ / because ____ is very ____.” etc.

Linkages

CS1(L) Identify and distinguish between sounds
CS5(L) Respond to Spoken Texts
CS11(S) Deliver reports and speeches
CS13(S) Perform drama
CS19(S) Use Speech prosody and gestures
CS25(R) Read aloud
CS30(R) Read and Relate to Poetry
CS35(W) Write Poetry
15 Participate in Group Discussions

General Comments

The ability to work in groups effectively has a strong impact on a student’s experience as a learner and is correlated with their chances of success. Developing good group work skills in lower division students is, therefore, very important.

Students should experience working in groups from Infant 1; however, they are more likely to work on individual tasks alongside each other than to cooperate on a group task. For group tasks to be successful at the lower division level, the teacher needs to provide very clear instructions about what each student will do.

Discussions may develop social interaction skills as students express ideas, take turns and listen critically to build on each other’s ideas. During discussion they should each respect opinions and recognize that perceptions vary. Three or four members in a discussion group is appropriate because it will give all members the opportunity to listen and speak.

Groups can be teacher or student selected. Group membership should be changed regularly to ensure that students work with all their classmates.

Permanently arranging classroom furniture so that students sit in groups rather than in rows will make groupwork easier to manage.

Assessment

Assessment for this content standard will depend heavily on observation. Teachers should monitor whether individual students freely contribute and share in group situations and whether they follow expected procedures.

Content Standard 15
Participate in Group Discussions

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

Internet Resources

http://wwwsasked.gov.sk.ca/docs/mla/speak026.html

Other Resources

Strategies and Models for Teachers: Teaching Content and Thinking Skills
P.D. Eggen -D.P. Kauchah pg. 118
Sample Lesson Objectives

15.1 In a teacher led discussion, students will contribute at least one idea, while following simple discussion rules.

15.2 In small group or class discussion wait for someone else to finish talking and not interrupt them.

15.3 Work alongside other students in a group sharing equipment.

Sample Teaching Strategies

**Discussion Rules:** Present and establish rules for discussions.

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

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

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

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

**Story Discussion:** Link group discussions to a story the students have recently read or heard.

**Group Tasks:** Ensure that the instructions for a task are explicit and well explained. With lower division students it is usually necessary to explain the task several times.

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

**Equipment Rules:** Establish rules and procedures for borrowing, sharing, and using equipment.

Sample Student Activities

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

**Group Tasks:** Give a group a picture to colour in. Each student needs to colour a different section of the picture. However they have to share a single set of crayons.

**Discussion Wheel:** Students spin a wheel with their names on it to determine who will speak next.

Linkages

*Groupwork can occur in the teaching of any content standard.*

CS4(L) Listen and communicate

CS8(S) Ask and answer questions

CS9(S) Express opinions and communicate ideas.

CS12(S) Display self-esteem while speaking.
16 Pronounce Words Appropriately

**General Comments**

Pronouncing words appropriately is necessary for effective communication. Incorrect pronunciation strains communication and may even change a phrase’s meaning. Young learners need to practice pronunciation which can be done using rhymes in songs and poems and repetition of similar sounds.

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

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

**Assessment**

The essential skill to assess is the appropriate pronunciation of individual phonemes. Students who mispronounce these sounds may need individual help.

**Content Standard 16 Pronounce Words Appropriately**

Pronounce Words Clearly and Appropriately

**Internet Resources**

[http://www.soundsofenglish.org](http://www.soundsofenglish.org) has a useful tips for teachers page on pronunciation.
Sample Lesson Objectives

16.2 After learning a new song, students will compile a list of "new" words and practice saying each one with a partner.

Sample Teaching Strategies

Rhymes: The frequent use of rhyming songs, chants, drills, poems, nursery rhymes, and tongue-twisters helps students pronounce words appropriately.

Pronunciation Games: In pronunciation bingo, students cross a picture off their card if they hear a word with a similar sound.

Modeling: Good modeling of appropriate pronunciation, particularly of those sounds that cause students frequent difficulties (e.g. th) is essential.

Sample Student Activities

Tongue Twisters

Game What Is It? Put a list of words on the blackboard. One child is sent outside while another selects one of the words. The child from outside comes in then asks-"Is it ----?

Spin a Sound: spin a wheel with desired sound symbols then select two words with that sound and use it in a sentence orally

Rhyming Games: say as many words as you can that rhyme with *

I Spy Game "I spy with my little eye, something beginning with b" (This can be done with letter sounds instead of letter names.)
17 Use Correct Grammatical Structures in Speech

General Comments

The achievement of this content standard should be
integrated into the teaching of CS8-CS15.

This content standard refers specifically to the use of
grammar in speech, not writing. At this level, the
explicit teaching of sentence structure is unlikely to
be effective because the concepts are too abstract
for young children. However, it is essential that
students practice and develop their ability to state
ideas in sentences and ask questions throughout
lower division.

Oral language development can be stimulated
through role play because it provides many
opportunities for the teacher to assist students to
learn and use grammatical structures and new
vocabulary in a fun way. For example, when
students in a role play scenario find themselves "at a
loss for words" the teacher can "feed in" or prompt
by supplying additional information. The use of
games, for example, information gap games, can
also be used.

Learning outcomes 17.2 and 17.4 refer specifically
to standard English. This marks the beginning of the
process of helping students be aware of and
understand the difference between standard English
and Kriol, (see also CS18)

Assessment

Assessment should focus on the use of complete
sentences (a) in any language and (b) in standard
English.

A teacher can observe whether a student uses
complete sentences (a) rarely (b) sometimes (c) often
(d) most of the time. Finally, he/she may also
observe whether the student uses compete sentences
spontaneously, or only when prompted.

Content Standard 17
Use Correct Grammatical Structures in Speech

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

Internet Resources

www.ncte.org is the web-site of the U.S.
National Council for the Teaching of English.
Follow the link for grammar under "Teaching
Resources".
Learning Outcomes

Infant 1
17.1 State ideas in complete simple sentences.

*This learning outcome refers to both statements and questions.*

Infant 2
17.2 Form the plural of most nouns correctly while speaking standard English

17.3 Modify a noun with an adjective in a spoken sentence.

Standard 1
17.4 Apply appropriate present, past and future tense forms of verbs when speaking standard English

17.5 Modify a noun with two or more adjectives in a spoken sentence.

Initially, some students may only be able to achieve outcome 17.1 in their first language. However, by Standard 1, all students should be able to achieve it in standard English.

Sample Lesson Objectives

17.1 In a whole class discussion about * *, students will contribute at least one idea using a complete sentence.

* insert an element from a language arts themes or another subject area.*

Sample Teaching Strategies

Modeling: The frequent modeling of complete sentences, in speech and in writing, will help students differentiate between sentences and non-sentences.

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

Sample Student Activities

Any of the activities from CS8-15 can be used.

Family Drawing: Students draw their family and talk about the people they have drawn. Alternatively, a photograph may be used as a prompt.

Complete the Sentence: In pairs, one student begins a sentence, the partner completes it in any way they like.

Say a Sentence Using . . Surprise Bag: A student picks an object from a surprise bag and must say a complete sentence/use an adjective about it.

Yesterday I . . .: Students must say a complete sentence beginning with a time phrase, for example, “Yesterday I . . .” or “Tomorrow I . . .”

Adjective Games: The teacher says a word and the students have to shout out an adjective to describe it.

Pictures: Students say sentences with adjectives in response to pictures.

Cross References

All Content Standards from CS8 to CS15

CS19(S) Use speech prosody and gesture
CS44(W) Apply correct grammatical forms in writing
CS45(W) Incorporate stylistic devices in original writing
General Comments
A register is a particular type of language used for a particular purpose or in a particular social setting. For example, most people use language differently at home, at work, or with friends. Informal spoken language usually uses shorter sentences or fragments, is less organized and uses more ‘vague’ or non specific language.

Children need practice time and exposure to many different spoken text types. The telephone is an important communication tool for personal, school and business use. It can help students be aware of the difference between formal and informal language and to use and choose the appropriate forms in different situations.

An important aspect of this content standard is helping students be aware of and understand the difference between Kriol and standard English. This process can begin in lower division, although it becomes more explicit in the higher grades.

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

Content Standard 18
Use Appropriate Styles and Registers in Speech

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

Internet Resources
www.kriol.org.bz is the web-site of the National Kriol Council of Belize. Using local Kriol publications and telling stories in Kriol can help students understand the difference between Kriol and English.
Learning Outcomes

Infant 1

18.1 Use appropriate forms for making requests (for example by saying please and thank you) and expressing needs.

Infant 2

There are no learning outcomes for this content standard for Infant 2. However, encouraging the use of "polite" forms of speech should continue.

Standard. 1

18.2 Use the telephone intelligently and courteously for a variety of purposes using appropriate forms of language.

Sample Lesson Objectives

18.1 In a shopping role play, students will use appropriate forms for greeting and requests.

18.2 Students will pretend to talk on the telephone while demonstrating basic telephone expression / etiquette.

Sample Teaching Strategies

Explicit Teaching: Present students with specific phrases to use in classroom situations and role-plays. Display these phrases on charts.

Modeling: Demonstrate appropriate usage of the telephone. Use puppets to model structures for making requests.

Guided Preparation: Provide charts and other materials containing appropriate forms. Drill work with the whole class before asking students to practice in groups or pairs.

Literature: Use stories, poems and songs that contain the language structures you are targeting.

Brainstorm: Elicit from students what they know about speaking "politely" and what they know about using the telephone.

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

Sample Student Activities

Role Play: use scenarios to practice using request forms, for example, shopping, asking for items, borrowing items, etc.

Pair work: Students rehearse using appropriate forms in pairs.

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

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

Linkages

CS2(L) Listen for information
CS4(L) Listen and communicate
CS8(S) Ask and answer questions
CS17(S) Use correct grammatical structure in speech.
CS44(W) Apply correct grammatical forms in Writing
19 Use Speech Prosody and Gesture

**General Comments**

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

It is usually not necessary to have activities specifically designed to teach prosody and gesture. Instead, the teaching of this area should be integrated into the activities used for CS8-18.

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

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

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

**Content Standard 19**

**Use Speech Prosody and Gesture**

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

**Assessment**

The most important skill to assess at lower division is the ability to speak with appropriate volume. Teachers should expect to observe development over a period of time.

**Internet Resources**

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

**Infant 1**
19.1 Speak with voice volume appropriate to the listener and situation.

**Infant 2**
No learning outcomes for Infant 2 relate to this content standard.

Standard 1
19.2 Indicate by varying the tone and pitch of the voice, when a question is being asked.

Note that for learning outcome 19.2, it is not necessary to encourage students to excessively raise the pitch to indicate a sentence.

Sample Lesson Objectives
19.1 While talking about their family picture, students will speak loudly enough for the whole class to hear.

Sample Teaching Strategies
Modeling: The teacher should model good prosody and gesture at all times, but especially during read alouds and poetry recitals. While telling stories, the teacher can use different voices for different characters and he/she should vary speech the voice to make the story more interesting.

Sample Student Activities
Drama/Role Play: Students will develop speech prosody and gesture as they perform.
Story Telling: Retelling stories with repetitive words and structures such as “Goldilocks and the Three Bears”, “The Little Red Hen”, “Jack and the Bean Stalk”, and well known nursery rhymes, poems and songs, allows students to concentrate on speech prosody and gesture. This is more difficult if the students are telling an unfamiliar story.
Imitating: Imitating favourite story and T.V. characters can help students use speech prosody and gesture.

Linkages
All content standards from CS8-CS15
- CS1(L) Identify and distinguish between sounds.
- CS4(L) Listen and communicate.
- CS25(R) Read aloud.
Reading

CS20  Apply Phonics Knowledge
CS21  Recognize Words by Sight
CS22  Use Context Clues
CS23  Display Word Power
CS24  Use a Dictionary
CS25  Read Aloud
CS26  Select Appropriate Reading Material
CS27  Comprehend Fiction Texts
CS28  Interpret Stories
CS29  Relate Personally to Stories
CS30  Read and Relate to Poetry
CS31  Comprehend Non-Fiction Texts
CS32  Research from Non-Fiction Texts
CS33  Analyse the Language, Nature and Structure of Texts
General Comments
Reading and writing in English is based on an alphabet code in which 26 letters represent approximately 42 sounds.

The ability to apply phonics knowledge depends on a good understanding of the sound system of the English language. Thus, this content standard is closely linked with CS1 Identify and Distinguish between Sounds.

In Infant 1, the basic code is taught. This is best done using a programme of systematic synthetic phonics such as Fast Phonics. Similar programmes include All Star Phonics, Hooked on Phonics, and Jolly Phonics.

In Infant 1, one way of reading and writing the main 42 sounds of English is taught, (CS20.2). Students should begin to blend two and three letters together to form words before the end of first term and should be reading phonetically spelt sentences before the end of second term (CS20.4, CS20.7, CS20.8). They should also be introduced to some four letter words, (CS20.6).

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

Assessment
Essential skills to assess:
1. Recognition of letter and linking it with a sound, for example when a flashcard is shown.
2. Recognition of a letter in a word.
3. Tracing of a letter (See CS40)
4. Blending two or more letters together.

Internet Resources
For a general introduction to phonics, see http://www.pbs.org/parents/readinglanguage/articles/phonics/main.html

A downloadable booklet on teaching phonics can be accessed at: http://www.standards.dfes.gov.uk/primary/publications/literacy/686807/nls_phonics0303jsolity.pdf

Content Standard 20
Apply Phonics Knowledge

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

Infant 1

20.1 Recognise and name all letters of the alphabet in upper and lower case.

20.2 Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look).

20.3 Identify the initial sound and the corresponding letter of a spoken word, object or picture.

20.4 Blend a vowel and a consonant together to read a two letter word, for example, at, it, ma, pa, in, am.

20.5 Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.

20.6 Read words with initial consonant clusters, br-, tr-, bl-, gl-, st-, sn-, and dr-.

20.7 Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using ai, ee, ie, oa, oo, a_e, i_e.

20.8 Read words ending with the consonant clusters, -nd, -lp, -st, -nk, -sp, and -nt.

20.9 Understand the terms vowel and consonant as they relate to letters and sounds.

Linkages

CS1(L) Identify and distinguish between sounds
CS21(R) Recognise words by sight
CS40(W) Write clearly and legibly
CS41(W) Spell words appropriately

Sample Lesson Objective

By the end of the lesson students will identify the letter k with its sound, will have identified words containing the letter k, and will have traced the letter in their workbook.

Sample Teaching Strategies

Phonics teaching concentrates on the sounds that letters usually represent. However, students can also be taught the letter names.

Explicit Teaching: Phonics should be taught explicitly for about twenty minutes every single day. New letters/sounds should be introduced at the rate of approximately two per week in first term.

Daily Review: Every day, every letter/sound learnt to that point should be reviewed.

Linkages: Letter/sounds should be introduced in an active way, along with games, rhymes, songs, pictures, words and actions that will help the students learn and remember.

Sample Student Activities

Hunt the letter: Students have to find the letter in classroom display and books.

Odd one out: Students identify the word that does not begin (or end) with the target sound.

I went to market and bought an object beginning with the target sound.

Phonemic Stories and Rhymes: Tell stories and recite rhymes in which the target letter/sound appears often (Sam the snake slid slowly into the soft shoe).

Matching Games: Matching letter cards and pictures.

Alphabet Zoo: Each cage has a letter. Students have to put animals into their correct cage.

Fishing for Words: Students have to “fish” for words on the word wall that begin with the target letter/sound.
Use knowledge of the relationship between letters and sounds to decode words in print.

**General Comments**

Reading and writing in English is based on an alphabet code in which 26 letters represent approximately 42 sounds.

In Infant 1, the basic code is taught. In Infant 2 and Standard 1, the focus is on variations to the basic code and on increasing the speed and ease of blending. For example, whereas in Infant 1, students might learn that the long "e" sound is spelt "ee", Infant 2 students should learn that it can also be spelt ea (bean); or that the long "a" sound can be spelt "a_e" (cake), “ai” (bait), “ay” (say) and “a” (baby). Another variation that Infant 2 students are likely to encounter include o_e (hope), oa (boat), and ow (flow).

In Infant 2, students should be using their phonics skills to decode words that they encounter while reading books. They should be aware that sounding out does not always work because some words (“tricky words”) have unusual spellings. They should also be taught that they may have to try several different ways of sounding out a word before they get it correct because some letters represent more than one sound.

**Literacy Centres:** Every classroom should have a literacy centre that contains phonics activities and games that the students can complete independently or in small groups.

**Assessment**

The most important aspect of phonics for Infant 2 children to master is the understanding that some sounds, especially vowel sounds, have more than one possible spelling.

Early detection of and intervention for students who did not master the basic phonics code in Infant 1 can prevent reading difficulties from increasing.

**General Resources**

The use of a systematic synthetic phonics programme is recommended.

**Internet Resources**

For lesson plan ideas, go to [http://teacher.scholastic.com/lessonplans](http://teacher.scholastic.com/lessonplans) and type phonics into the search box.
Learning Outcomes

Infant 2

20.10 Read words containing vowel digraphs ea (seat), a_e (cake) ay (day), ew (flew), oy, (boy), ow (cow & low).

20.11 Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.

20.12 Sound out two syllable words that are spelt using conventional consonant, "short" vowel and commonly occurring "long" vowel letter representations.

20.13 Read words ending in -ss -ck -ff -ll

20.14 Discriminate between words beginning with hard/soft c and g

20.15 Recognize words ending with common spelling patterns, for example. -old, -ing, -op, -end, & -and.

Sample Lesson Objective

20.13 After listening to a story featuring words containing the /ch/ sound, students will make a of words from containing this sound and read them to a partner.

20.14 By the end of the lesson, students will be able to state whether the letter “c” represents a hard or soft sound in given words.

Sample Teaching Strategies

Phonics teaching should continue to be a regular, probably daily, part of language arts lessons throughout Infant 2.

Reading: Students should frequently encounter stories, poems, non-fiction and other texts that contain words with the target spellings.

Phonics Through Spelling: Infant 2 students should be able to use their phonics knowledge to try to spell words for themselves. This is crucial for their literacy development, even though it will inevitably lead to some invented spelling, (see CS41).

Word Comparison: Students can study whole words to detect spelling patterns. For example, students can study a series of words that contain ea as a way of spelling the long e sound.

Sample Student Activities

Phonics should be fun for the students. Letter/sounds should be introduced in an active way, along with games, rhymes, songs, pictures, words and actions that will help the students learn and remember.

See also activities under Infant 1

Letter Addition: Add a letter to a word to make another one, for example, add p to –ink to get pink.

Letter Take-Away: Delete a letter from a word to make a new one. For example take t from trip to get rip.

Round-up: From a number of cards, students have to round-up, that is collect together, ones with similar features, for example, same initial sound/onset/rime/rhyme/ending cluster and so on.

Linkages

CS1(L) Identify and distinguish between sounds

CS21(R) Recognise words by sight

CS25(R) Read aloud

CS27(R) Comprehend fiction texts

CS34(W) Write stories

CS40(W) Write clearly and legibly

CS41(W) Spell words appropriately
CS20 Apply Phonics Knowledge

General Comments
See also the general comments in the Infant 1 and Infant 2 sections, above.

The use of phonics knowledge and sounding out strategies continues to develop throughout the primary grades. However, by Standard 1, as they increasingly use context clues, students should be progressing beyond letter-by-letter sounding out for the majority of words. They should be able to read an increasing number of words by sight and they should automatically recognise the commonly occurring letter patterns listed in the learning outcomes for this content standard. Daily doses of whole class systematic phonics, therefore, may not be as useful for standard 1 students as they are for the lower grades.

The spelling patterns indicated in learning outcomes 20.16, 20.17, 20.18 and 20.19 are indications for the teacher of the types of words that Standard 1 students should be able to read fluently and accurately. Although there should be some explicit teaching of these patterns, the concentration should be on reading these words in meaningful texts.

Literacy Centres: Every classroom should have a literacy centre that contains phonics activities and games that the students can complete independently or in small groups.

Remedial work: If students are struggling to read grade level texts, then they may have gained an incomplete grasp of phonics in the infant grades. Explicit instruction on the relationship between sounds and the alphabet code can greatly improve these students’ reading performance.

Assessment
Standard 1 is a critical year for the diagnosis of reading difficulties. When listening to students read, try to spot misapplications of the alphabet code. For example, some students will always read a letter the way they were originally taught it, so “please” becomes “pleess”. Also try to spot those students who are guessing at words from the first letter or group of letters, or who seem to have an over-reliance on picture clues.

Text to Meaning: Ask comprehension questions to check whether students can understand the words they are sounding out.

Fluency Test: Give students a short passage to read aloud. Time how long they take to read it. Count and analyse any mistakes.

Content Standard 20
Apply Phonics Knowledge

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

Internet Resources
For an overview of recent research on phonics:
http://www.literacytrust.org.uk/Database/Primary/phonics.html

For other resources, see sections for Infant 1 and Infant 2.
**Sample Lesson Objective**

20.19 Students will read and discuss a reading passage containing several words spelt using –ur, -ear and –aw.

**Learning Outcomes**

**Standard 1**

20.16 Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -lt, -pt, -xt, -lf, -nch, -lth.

20.17 Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, squ, str.

20.18 Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread).

20.19 Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft "j" or a "sh" sound as in vision, pleasure, station.

20.20 Use knowledge of similar words to read unfamiliar words correctly, e.g. getting slight from light, shroud from loud, etc.

**Sample Teaching Strategies**

**Explicit Phonics:** Explicit phonics teaching should occur only in short lesson segments. The repetitive drilling of target letter patterns using flashcards or other devices is unlikely to be effective.

**Analogy Phonics:** Students can be explicitly taught to try to decode unknown words by thinking of words they do know that look similar. Thus, a student might guess *toy* by analogy with *boy*.

**Phonics and Writing:** Give students daily opportunities to write original sentences and encourage them to use their phonics knowledge as they do.

**Phonics in Context:** When a student sounds out a word, they should check it makes sense by using context clues.

**Guided Reading:** With another person, students should frequently read paragraph length texts that contain an increasingly wide range of words.

**Sustained Silent Reading:** As a routine part of every day, students should interact with a reading book, silently and by themselves.

**Class Library:** All classrooms should have appropriate reading books and a place where students can go to read them.

**Sample Student Activities**

The phonics games described in the Infant 1 and Infant 2 sections (above) can be adapted for this level. These, and other word games, can be used for a few minutes at a time, at the beginning or end of lessons or as a transition between activities.

**Matching:** Match words that contain the same sound spelt in different ways: *cat/kick/choir, sit, cell, science.*

**Odd One Out:** Which word does not belong: *cat, cup, cell.*

**Word Drop:** Students are given a sentence with a blank and three possible words on cards. They have to insert the word that makes most sense.

**Blend and Spend:** Students shop for items containing specified spelling combinations.
CS21 Recognise Words by Sight

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

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

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

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

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

Assessment
Assessment should focus on both the fluency (speed/lack of hesitation) and the accuracy (elimination of mistakes) of reading. Paragraph Reading: Time how long it takes a student to read a paragraph and record the number and type of mistakes. A “good” reader is one who can read more than 90% of the words. This type of assessment can be done a few students at a time over a series of lessons.

Word Lists: The same technique can be used with appropriate word lists. If the same word list is used many times, however, students may memorize a word by its position on the page, thus giving a false score.

Content Standard 21
Recognise Words by Sight

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

Resources
Commonly used word lists are the Dolch lists and the Fry lists. An internet search for “Dolch” or “Fry” sight words will produce many useful and interesting sites.

www.teachnet.com is another useful site.
**Learning Outcomes**

**Infant 1**

21.1 Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.

21.2 Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.

**Infant 2**

21.3 Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense).

21.4 Read on sight approximately one hundred high frequency words including numbers, seasons, months of the year, common colour words and the name of the school.

**Standard 1**

21.5 Read on sight approximately one hundred and fifty high frequency words including many that are not phonetically spelt.

**Sample Lesson Objective**

21.2 Working in groups, students will match photographs of their classmates with their written names.

21.3 In pairs, students will accurately read to each other a paragraph containing several –ing words.

**Sample Teaching Strategies**

**Reading:** Students are more likely to acquire sight words quickly if they are given frequent opportunities to read appropriate level texts, that is, texts in which they can already read at least 90% of the words.

**Predictable Texts:** Repeated reading of predictable texts can help students develop sight word reading skills.

**Meaningful Texts:** Students are more likely to be motivated to read, and keep reading, texts with content that they find interesting or useful and that are connected to their own experience.

**Target Words:** Select certain words special attention. These “target” words should be prominently displayed in the classroom and referred to frequently.

**Peer-Tutoring:** Pair weak students with strong students in activities that involve reading.

**Sample Student Activities**

**Reading activities:** See CS25 for choral, shared, echo and guided reading. Silent reading is also important.

“Fishing for Words”: A student uses a fishing rod to hook (or point to) a word selected by the teacher or by another student.

“Bang”: Target words are placed in a box. A student has to reach into the box and pull out a word card. If the student reads the word correctly he/she gets to keep it and pull out another word. If the word card says “bang” then the student must shout bang loudly and put all his/her cards back in the box. The student with the most cards still in his/her hand at the end of the game, wins.

**Linkages**

CS20(R) Apply phonics knowledge
CS23(R) Display word power
CS25(R) Read aloud
CS27R) Comprehend fiction texts
CS31(R) Comprehend non-fiction texts
CS34(W) Write stories
CS41(W) Spell words appropriately
General Comments

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

At the lower division level, pictures are a common and easily used type of context clues. However, students can also use their innate and developing knowledge of grammar to help them determine the meaning of a sentence.

As with phonics, it is important to discourage too much guessing when students use context clues. Students should try to decode a word before they use a picture to guess it.

Assessment

Matching: Students can be assessed on their ability to match a picture with a sentence. If assessing the ability to use context clues, then the sentence should contain a word that is likely to be unfamiliar to the students.

Traditional grammar exercises should be avoided at the lower division level.

Internet Resources

For access to the latest research on reading, visit the site of the Florida Centre for Reading Research: www.fcrr.org

Content Standard 23
Display Word Power

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

**Infant 1**
22.1 Identify a noun in a written text.
22.2 Identify an action verb in a written text.
22.3 Identify when a noun in a written text is plural.
22.4 Identify a pronoun in a written text.

**Infant 2**
22.5 Identify, and explain the purposes of, full stops and question marks in written texts.
22.6 Identify a proper noun in a written text.
22.7 Identify, and explain the purpose of, an adjective in a written text.
22.8 Use visual images to predict the meaning of unfamiliar words.
22.9 Identify a compound word in a written text.

**Standard 1**
22.11 Use knowledge of common prefixes and suffixes to identify the meaning of a word.
22.10 Use background knowledge of the topic to identify the meaning of an unknown word.

Sample Lesson Objective
22.1 After listening to "Paddington’s Day Out", students will match sentence strips with appropriate pictures.

Sample Teaching Strategies
**Grammar Teaching:** The explicit teaching of grammar should occur only in short lesson segments. It is not necessary for students to memorize the definitions of parts of speech.
**Topic Discussion:** Discussing the topic of a text with students before it is read is likely to help them understand its meaning better. This is because they will be able to use their background knowledge to help them comprehend unknown words.
**Content Themes:** The use of a thematic approach, in which several texts on the same topic are studied, can deepen comprehension.
**Picture Clues:** Even when reading isolated words, objects, actions, pictures, associations and the use of the word in sentences can aid comprehension.

Sample Student Activities
**Fill in the Blanks:** Given picture and other clues, students complete sentences with blanks spaces representing words.
**Blank-Game:** Two students are given the same sentence with a word missing. They simultaneously write down a word to go in the space. They get a point if both students have the same word. This can be made easier by having the onset of the word present: “The boy ch____ the dog.”
**Match Pictures and Sentences:** Students have to match a picture with an appropriate sentence of text.

Linkages
CS6(V) Comprehend and interpret visual images
CS23(R) Display word power
CS27(R) Comprehend fiction texts
CS31(R) Comprehend non-fiction texts
CS34(W) Write stories
CS43(W) Use punctuation appropriately
CS44(W) Apply correct grammatical forms in writing.
CS45(W) Incorporate stylistic devices in original writing.
**CS23 Display Word Power**

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

Students who have a limited vocabulary range may benefit from explicit vocabulary instruction. Teachers should use stories and other texts to introduce approximately ten words each week.

Lower division students may be confused by dictionary definitions. They are more likely to understand synonyms and analogies, and to learn words by using them in meaningful, original sentences.

Lower division students can be taught strategies for learning new words. Their appreciation of new and unusual words should also be encouraged.

The rote memorization of word meanings is rarely effective.

**Content Standard 23 Display Word Power**

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

**Assessment**
Assessment of word power is most effective if the students are required to use target vocabulary in ways that indicate whether the meaning of the word is understood.

- Students use their own words to explain sentences in a story containing target vocabulary
- Students use target vocabulary words in original sentences.
- Students supply give words of similar/opposite meaning to target vocabulary.

**Internet Resources**

- [www.doe.mass.edu/read/presentations/coyne_readingfirst.ppsv](http://www.doe.mass.edu/read/presentations/coyne_readingfirst.ppsv)
### Learning Outcomes

**Infant 1**
- 23.1 Recognize unusual words encountered in nursery rhymes and frequently read stories.
- 23.2 Show interest in learning about new words encountered in reading.
- 23.3 Read and understand common compound words and split them into their component parts, e.g. himself, handbag, teaspoon.
- 23.4 Identify the opposites of familiar words.

**Infant 2**

**Standard 1**
No learning outcomes relate to standard 1 for this content standard.

### Linkages

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

### Sample Lesson Objective

23.2 Working in pairs, students will list their favourite words from nursery rhymes.

### Sample Teaching Strategies

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

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

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

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

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

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

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

### Sample Student Activities

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

**Word discussion:** After listening to a nursery rhyme, students discuss the meaning of words identified by the teacher. (e.g. pale, crown, tumbled, vinegar in "Jack and Jill")

**Opposites Game:** Each student is given a card with a word on it, they have to find their partner who has a word with the opposite meaning.

**Compound Word Game:** Same as opposites game (above) except that the two partners each have one half of a compound word.

**My Word Jar:** Each student has a jar with a lid in which they keep their favourite words.

**Word games**

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

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

**Word of the Day:** Each student chooses a word that they will use at least three times that day.
**Content Standard 24**
**Use a Dictionary**

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

**General Comments**

A “children’s” dictionary is usually appropriate for lower division students. These dictionaries usually have lots of pictures and simplified word definitions. However, more advanced readers may be frustrated by the limited number of words that “children’s” dictionaries contain.

In lower division, students encounter dictionaries and begin to understand how to locate words within them. However, at this stage, many will be unable to understand the abstract definitions of words. For vocabulary building, it is usually preferable to give analogies and examples.

**Assessment**

The key skill to assess in lower division is the ability to put letters and words in alphabetical order. This can be done through activities involving manipulating letter and word cards.

**Internet Resources**

Sites of major dictionary publishers often have teaching resources.

For example:

www.macmillandictionary.com/school
Sample Student Activities

My Dictionary: Each student can have a personal dictionary, initially of blank pages, in which they write or paste words of interest and draw pictures.

Hunt the Word: Students race to be the first one to find a word in the dictionary.

Jumbled Order Games: Students put a series of letter cards in alphabetical order, or in reverse alphabetical order. Students can also put series of words in order.

Word of the Day: Each day a different student can select a word from a dictionary. All the students then need to try to use the word during the day.

Learning Outcomes

Infant 1
24.1 Recite the names of letters in correct alphabetical order.

Infant 2
24.2 Place words that begin with different letters in correct alphabetical order.
24.3 With help, find information in simple dictionaries with illustrations.

Standard 1
24.4 Place a series of words that begin with the same letter in correct alphabetical order.

Sample Teaching Strategies

Students can learn letter names at the same time that students first encounter letter shapes and letter sounds.

Note that spending a few minutes on dictionary activities regularly is likely to be more productive than taking entire lessons.

Alphabet Chart: All lower division classrooms should have an alphabet chart or wall frieze. Class Dictionary: Over time, a class dictionary can be constructed. Whenever students encounter a new or unusual vocabulary item they can nominate it for inclusion in the class dictionary.

Alphabet Poem: Students have to add appropriate words to an alliterative poem, for example, Artful Andy ______ an alligator.

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

The ability to read texts aloud fluently and accurately is central to successful literacy development. Consequently, students should get frequent opportunities to practice this skill.

From the first day of school Infant One students can be involved in activities that establish positive attitudes towards reading, towards books and towards reading aloud. In the first weeks of school, teachers may ask students to “read” books made up mostly of pictures with few or no words.

Towards the end of first term, after the students have begun to learn the alphabet code through their study of phonics, students can be asked to read short, phonetically spelt sentences from a board or chart.

Later in the year, as the student’s knowledge of phonics and irregularly spelt “tricky words” increases, they can be asked to read aloud from books that have a repetitive, and if possible, a rhyming structure.

It is extremely important for the teacher to model good reading by reading aloud to the students every day.

Content Standard 25
Read Aloud

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

Assessment

The teacher should listen to each student read individually as part of the end of year assessment, using sentences containing short, phonetically spelt and other commonly occurring words. A simple rubric can be used, for example:
(a) Reads quickly without making mistakes
(b) Reads quickly but makes mistakes
(c) Reads hesitantly without mistakes
(d) Reads hesitantly with mistakes
(e) Reads one or two words only in each sentence.
(f) Cannot read the sentences or identify any words.

Internet Resources

Internet
The Importance of Using Multiple Methods of Reading Instruction:
http://www.pbs.org/wnet/americanmasters/education/general.html
Learning Outcomes

Infant 1
25.1 Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.

25.2 Individually and in chorus, read aloud words which are used on a regular basis, e.g. numbers, days, and weather words.

25.3 Read, or pretend to read to other people, dolls and toys.

25.4 Track text in the right order, i.e. left to right, top to bottom, page to page.

25.5 In chorus and along with the teacher, read a familiar short story or poem aloud.

Infant 2 & Standard 1
See following section

Sample Lesson Objective
25.1 By the end of the lesson, students will have read sentences aloud that contain familiar CVC words.

Sample Teaching Strategies

Choral Reading: The reading of a text by the whole class or by smaller groups of students is a central part of developing Infant One reading skills. In choral reading, the same text is usually read many times, but not always by the same group of students.

Choral reading helps students decode words, recognise words by sight, learn appropriate pronunciation, and appreciate the rhythm of the language.

Teachers should also consider the strategies and activities listed in the Infant 2 and Standard 1 sections below.

Sample Student Activities

Giving beginner readers the opportunity to “show off” their ability to read aloud can be an effective motivational tool.

Read and Record: Students read aloud or recite a familiar story or poem and record themselves using a tape recorder.

Linkages
CS13(S) Perform Drama
CS14(S) Recite Poetry
CS20(R) Apply Phonics Knowledge
CS21(R) Recognise words by sight
CS27(R) Comprehend non-fiction texts
**General Comments**

In class reading aloud by the students should occur regularly. Since some students, especially those with reading difficulties, may be reluctant to read aloud in class, it is important to create an environment of safety, trust, and respect for all. When reading aloud becomes a familiar part of the class routine, students will become more comfortable with it, and more willing to participate.

The selection of texts for the students to read aloud requires careful consideration. A student should be able to read at least 90% of the words in a given text. If they cannot, then the text is too difficult for them and an easier one should be found. Asking students to struggle to read difficult texts may lead to frustration and a lack of motivation and is likely to hinder reading for meaning.

Texts at this level should mostly contain phonetically spelt and common “tricky” words. Some words will contain more than one syllable and simple sentence structures should predominate.

Standard One students should be able to read a range of fiction and non-fiction texts. They should be beginning to vary their voice use as they read and they should be beginning to show an awareness of their audience.

**Assessment**

Students should be assessed on the accuracy and fluency of their reading as well as on the comprehension of the texts they read aloud. They can be given a short passage to read and then be asked to retell, in their own words, what they text was about. The following is a simple rubric for reading fluency and accuracy:

- (a) Reads quickly without making mistakes
- (b) Reads quickly but makes mistakes
- (c) Reads hesitantly without mistakes
- (d) Reads hesitantly with mistakes
- (e) Reads one or two words only in each sentence.
- (f) Cannot read the sentences or identify any words

**Content Standard 25 Read Aloud**

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

**Internet Resources**

Improving Reading Performance: No Child Left Behind
Learning Outcomes

Infant 1
See preceding section.

Infant 2
25.6 Read simple stories independently, pointing to words as they read.
25.7 Understand that a line of text and a sentence are not the same thing.
25.8 Pronounce the majority of phonetically spelt, one and two syllable words, correctly.
25.9 Follow words with eyes without having to point.
25.10 Individually read aloud sentences from a familiar story or poem to a group or the whole class.

Standard 1
25.11 When reading aloud, expect sentences to make sense and re-read when they do not.
25.12 When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.
25.13 Individually read aloud a familiar short story.
25.14 Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.
25.15 Show awareness of the audience when reading aloud.

Sample Lesson Objective
25.6 During guided reading time, the students will read a familiar story to the teacher.

Sample Teaching Strategies

Shared Reading: The teacher uses a big book or large chart. The teacher and the students read the text together, often with the teacher pointing to the word or words that the students should read.

Echo Reading: The teacher reads a line of text or a sentence, pointing to the words. The student then re-reads the same words, also pointing to them.

Guided Reading: The teacher guides an individual or a small group of students as they read a text. The teacher can help the students decode words successfully and explore the meaning of the text.

Sample Student Activities

Giving beginner readers the opportunity to “show off” their ability to read aloud can be an effective motivational tool.

Reading to the Class: Students should frequently read aloud to the whole class. Each student can be given a number and lots drawn to determine which student will read. Several students may read the same text through the course of the week.

Small Group Reading and Peer Reading: Pairs and small groups of students can share a book and read it aloud to each other. More advanced readers can help those who are struggling. This activity helps all students practice reading aloud.

Tape-assisted Reading: In a learning centre, the teacher can place audio-cassettes/CDs of books. Using headphones, the student follows the text while listening to the cassette. This will help the student appreciate how a good reader varies their use of the voice when reading aloud.

Read and Record: Students read aloud a familiar story or poem and record themselves using a tape recorder.

Linkages
CS13(S) Perform Drama
CS14(S) Recite Poetry
CS20(R) Apply Phonics Knowledge
CS21(R) Recognise words by sight
CS27(R) Comprehend non-fiction texts
Content Standard 26
Select Appropriate Reading Material

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

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

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

At the beginning of the year, it is a good idea to ask each student’s parents to contribute one reading book to the classroom library.

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

Internet Resources
Real World Approaches to Reading by Alta Allen, (http://www.learnnc.org/articles/reallit0406-1)
Sample Lesson Objective
At the beginning of the lesson, students will select a story book from the classroom library and read it silently for fifteen minutes.

Learning Outcomes

Infant 1
No learning outcomes relate to Infant 1 for this content standard. However, Infant I students should still be given the chance to choose books for themselves.

Infant 2
26.1 Select and read for pleasure stories with repetitive and predictable patterns.

26.2 With guidance select books appropriate to their interest and reading level from a shelf of books in the classroom.

26.3 Choose to frequently re-read favourite stories and non-fiction books.

Standard 1
26.4 Independently select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom.

Sample Teaching Strategies
Classroom library: Every classroom should have its own library of suitable books. The library should include a variety of fiction and non-fiction books and other texts attractively arranged. Every student should get the chance to visit the library as part of the regular class time.

Guidance: Explicitly teach students how to choose books.

Care of Books: Students should be encouraged to care for and respect the books they are reading.

Duty List: Tidying the classroom library can be an item on the class duty list.

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

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

Reading Records: Each student, especially in Standard 1, can have a personal record sheet where they list the titles and authors of the books they choose to read. The record sheet can have a separate section for each type of book, e.g. story book, poetry and non-fiction book.

Linkages
CS6(V) Comprehend and interpret visual images
CS9(S) Express opinions and communicate ideas.
CS259R) Read aloud.
CS28(R) Interpret stories
CS29(R) Relate personally to stories
CS309R) Read and relate to poetry
CS31(R) Comprehend non-fiction texts.
CS34(W) Write stories
CS27 Comprehend Fiction Texts

General Comments

The main purpose of reading is comprehension and reading should be viewed as a pleasurable, entertaining activity. Lower division students should be exposed to a variety of interesting stories that they can relate to.

Being able to read means more than being able to decode symbols on a page; it means having a full understanding of the message being communicated in print. Sometimes students display impressive decoding skills, making it appear that they are good readers, while they do not understand the meaning of what they are reading. Students who can decode but not comprehend usually struggle in middle division.

This content standard refers both to stories students read for themselves and ones read to them by the teacher. Teachers should read stories to students every day or almost every day. Simple texts with repetitive and/or rhyming structures should be used in Infant One. By Standard One, a wide range of stories on a variety of topics should be used.

CS27 relates to literal comprehension. Interpretation and critical comprehension are covered by CS28 and 29.

Assessment

Comprehension Check: As students read or listen to a story, ask them simple questions to check their comprehension.

Written Response: Students can write words, sentences and short paragraphs about the books they read. They can also draw pictures.

Note: A good performance when reading aloud is not a reliable indicator of that student's reading comprehension. However, frequent mispronunciation of words read aloud often indicates a low level of comprehension.

Content Standard 27 Comprehend Fiction Texts

Find, sequence and retell story information.

Resources

A good article for the general reader is: http://www.dltk-kids.com/articles/whyreadingmatters.htm

Teaching Reading: Assessing Reading Proficiency
http://www.nclrc.org/essentials/reading/assessread.htm
Sample Student Activities

**Sequencing:** After a story has been read several times, give each student a picture of an event in the story and ask the students to stand in a line with the pictures in the correct order.

**Visualisation:** Ask the students to describe a picture they have in their head after they have read the story.

**Drawing:** Students can draw a picture of a character in a story and write one or more sentences about the picture they have drawn.

**Role-play:** Small groups of students role-play a scene from the story.

**Drama Freeze Frame:** Give a group of students a sentence from the passage. Ask them to pretend to be a still photograph showing the scene.

Sample Lesson Objective

27.3 After listening to the story, “The Pied-Piper of Hamelin,” students will put pictures of the main events of the story in the correct order.

Learning Outcomes

**Note:** These learning outcomes relate to texts that the students read independently as well as texts that are read aloud in class.

**Infant 1**

27.1 Re-enact familiar, simple, stories through role play.

27.2 Recall, word for word, phrases that are repeated several times in a simple story.

27.3 Recount, re-enact with toys, or sequence using pictures, the main events of familiar nursery rhymes and stories.

**Infant 2**

27.4 Retell, in the correct order, the main events of a simple story.

27.5 Recall one or two important points after listening to a short text.

**Standard 1**

27.6 Describe characters encountered in a story, using original words.

Sample Teaching Strategies

**Read Alouds:** Teachers should read stories every day or almost every day. Preferably, big books and books with attractive pictures should be used.

**Repeated Reading:** It is beneficial for lower division students to reread the same story many times. As they re-read, their comprehension increases and their understanding of vocabulary and grammar develops.

**Pre-Reading Activities:** Setting the scene, relating the topic to the students’ experiences, eliciting predictions from the title, pictures or format of the book, setting guiding questions and pre-teaching vocabulary are all activities that can be done before a story is read.

**During Reading:** Stop and ask the students comprehension questions and encourage them to predict what they think will happen next in the story.

**After Reading:** Students can retell the story in a variety of ways: oral summary, written response, drawing, role-play and so on.

Sample Student Activities

**Sequencing:** After a story has been read several times, give each student a picture of an event in the story and ask the students to stand in a line with the pictures in the correct order.

**Visualisation:** Ask the students to describe a picture they have in their head after they have read the story.

**Drawing:** Students can draw a picture of a character in a story and write one or more sentences about the picture they have drawn.

**Role-play:** Small groups of students role-play a scene from the story.

**Drama Freeze Frame:** Give a group of students a sentence from the passage. Ask them to pretend to be a still photograph showing the scene.

Linkages

| CS2(L) | Listen for information |
| CS6(V) | Comprehend and interpret visual images |
| CS10(S) | Narrate real and fictional events |
| CS13(S) | Perform drama |
| CS23(R) | Display word power |
| CS26(R) | Select appropriate reading material |
| CS28(R) | Interpret stories |
| CS29(R) | Relate personally to stories |
| CS34(W) | Write stories |
General Comments

Interpretation and inferring require students to combine their own knowledge and experience with the meaning of a story to arrive at a deeper understanding of it. Unlike literal comprehension, covered by CS27, CS28 and CS29 require students make judgments about what they have read.

To help students begin to interpret texts, they need to be taught some simple reading comprehension strategies, such as asking questions about the text and making predictions. They can begin to learn these strategies from the earliest stages of learning to read.

For interpretation to occur, it is often necessary for a story to be read several times and to be analyzed in several different ways. The same story, therefore, can be used for a series of lessons, perhaps spanning a whole week. Activities done before the story is read, either for the first time or on later occasions, are also crucial to the development of interpretative skills.

When a unit theme has been identified, stories should relate to this theme. These stories should also be linked to non-fiction texts on the same topic. Stories can also relate to another subject area such as social studies or science.

Assessment

Discussion: During discussion and questioning, the teacher should monitor which students give answers that reflect interpretative thinking.

Questioning: Questions that ask “why” usually test inferring and interpretation.

Content Standard 28
Interpret Stories

Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.

Internet Resources

Two very useful booklets that can be downloaded are:
(1) What is Reading Comprehension and (2) Strategies to Develop Reading Comprehension are available at http://www.standards.dfes.gov.uk/primary/publications/literacy/1162245/
### Learning Outcomes

**Infant 1**

- 28.1 Discuss the causes of events in simple stories.
- 28.2 Predict the next section of a story with a repetitive, predictable pattern.

**Infant 2**

- 28.3 Discuss the connections between events in stories.
- 28.4 State, with reasons, whether they think a character is good or bad.

**Standard 1**

- 28.5 Discuss multiple causes of an event in a story.
- 28.6 Discuss the main theme of a story.
- 28.7 Based on the plot, discuss why events happen the way they do in a simple story.
- 28.8 Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.

### Sample Lesson Objective

**28.2** While listening to the story, “The Tin Man” students will make predictions about what happens next.

### Sample Teaching Strategies

**Read Alouds:** Teachers should read texts to the students every day or almost every day.

**Before Reading:** Discuss the topic with the students to activate the knowledge and experience they already have.

**During Reading:** Give the students opportunities to ask and answer questions, especially “why” questions.

**After Reading:** Ask questions such as “what do you think about . . ?” and “Who is the most important character?”

**“Why” Questions:** Questions should consistently require the students to explain why something happened instead of just stating what happened.

**Student Questions:** Encourage the students to ask their own questions about the story. Initially, the teacher will have to model the type of questions to ask.

**Serial Questioning:** A series of questions can be asked of the same student. After each answer, the teacher should give feedback, hints and prompts.

### Sample Student Activities

**Picture Sequencing:** After a story has been read several times, give each student a picture of an event in the story and ask the students to stand in a line with the pictures in the correct order. Then ask them to explain how the events in one picture led to the events in another.

**Hot-seating:** The teacher pretends to be a character from the story. The students ask the character questions. Students can also take the hot-seat.

**Matching:** Students have to select which of three possible sentences best explains what caused the events in a picture.

### Linkages

- CS5(L) Respond to spoken texts.
- CS6(V) Comprehend and interpret visual images.
- CS9(S) Express opinions and communicate ideas.
- CS10(S) Narrate real and fictional events
- CS13(S) Perform drama.
- CS23(R) Display word power
- CS26(R) Select appropriate reading material.
- CS27:(R) Find, sequence and re-tell story information.
- CS29(R) Relate personally to stories.
- CS34(W) Write stories
CS29  Relate Personally to Stories

General Comments

This content standard, like the ones that precede it, relates to reading comprehension. The strategies and activities used for CS27 and 28 also apply to CS29.

In order to make reading a meaningful experience, teachers need to help students link what they are reading to their own ideas and personal experiences. This implies that much class time needs to be spent talking about the stories that the students are reading and listening to.

Stories can also be a good vehicle for tackling prejudice and intolerance, and for dealing with difficult topics, such as moving to a new school, bullying, or death.

Assessment

It is difficult to test a student’s personal responses to a story. Observation of emotional response is, however, possible. When observing a child, ask yourself questions such as: Did the child laugh, look sad, express surprise (etc)? Did the child mention a similar thing that happened to him/her or someone he/she knows? Did the child ask questions or want to talk about what he/she had read? The teacher should develop observation criteria and check-lists to make this more systematic and objective.

Content Standard 29  
Relate Personally to Stories

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

Resources

http://www.readwritethink.org, a web-site of the International reading Association, contains much excellent and practical advice on planning language arts lessons.
Sample Lesson Objective

29.1 After listening to “Hansel and Gretel”, students will share their feelings about the story in a whole class discussion.

Learning Outcomes

Infant 1
29.1 Respond emotionally to stories and experience satisfaction, enjoyment, sadness, etc

29.2 State whether they like or dislike a story

Infant 2
No learning outcomes relate to Infant 2 for this content standard. However, the development of 29.1 and 29.2 should continue.

Standard 1
29.3 Link events and characters in stories to their own experience.

Sample Teaching Strategies

Multiple Reading: Deeper level comprehension of a story usually requires it to be listened to or read several times. During the first reading, the focus can be on literal comprehension. However, after the basic plot has been understood, the teacher can guide the students into a more wide ranging discussion through the use of carefully targeted questions. To do this well, it is usually necessary for the teacher to prepare these questions before the class begins.

See also sample teaching strategies for CS28.

Sample Student Activities

Discussion: Whole class and small group discussion is very important in developing deeper understanding of stories. For example, at any stage in the reading process, the teacher can encourage students to share ideas about the general topic of the book.

Drawing: Students can express what they think/feel about a story in a drawing.

Linkages

CS5(L) Respond to spoken texts.
CS7(V) Respond to visual images.
CS9(S) Express opinions and communicate ideas.
CS10(S) Narrate real and fictional events
CS13(S) Perform drama.
CS23(R) Display word power
CS26(R) Select appropriate reading material.
CS27:(R) Find, sequence and re-tell story information.
CS29(R) Relate personally to stories.
CS34(W) Write stories
**CS30  Read and Relate to Poetry**

**General Comments**
The regular reading and reciting of poetry is an important part of students’ oral language development, including the phonological awareness skills that are vital for the learning of phonics.

Most students enter school with some knowledge of poetry gained from saying rhymes and singling songs at home. Teachers should encourage students to share this knowledge and then build on it by introducing students to a wider range of poems.

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

Lower division students like to read and recite familiar poems and rhymes frequently. These repeated recitations help with their understanding of the nature and structure of language.

Teachers can read aloud, for entertainment, poems that the students would be unable to read for themselves.

**Content Standard 30  Read and Relate to Poetry**
Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

**Assessment**
Observation: During choral reading, observe whether all the students are actively participating by saying the words and making actions.
Questioning: Ask literal and inferential questions to check student understanding of simple poems.
Rhyming Games: Games in which students to supply a “word that rhymes with . . .” can be used for assessment.

**Internet Resources**
There are a large number of poetry sites on the internet. For example: [www.poetryzone.ndirect.co.uk](http://www.poetryzone.ndirect.co.uk)
Sample Teaching Strategies

Repeated Readings: Lower division students benefit from repeated reading and reciting of the same poem.

Poetry Comprehension: To help students understand a poem, follow this procedure:
1. Read the poem to the class.
2. Ask the students for their first ideas about it.
3. Read it again and ask some of the students to read it aloud.
4. Ask questions to help the students understand vocabulary words.
5. Ask questions to help students notice rhyming patterns.
6. Ask the students to explain in their own words what the poem means.

Sample Lesson Objective
30.2 By the end of the lesson, students will have read the poem “The Frog” and will be able to recite it using appropriate actions.

Sample Student Activities
Anthologies: Students can collect poems in individual or class anthologies.
Reading and Listening: Students can listen to poems being read on tape or CD as they follow the words in print.

Learning Outcomes

Infant 1
30.1 Connect the text of a poem to accompanying pictures.

Infant 2
30.2 Read aloud a short, single verse, poem.

Standard 1
30.3 Read a short poem and discuss its meaning.

Linkages
CS1(L) Identify and distinguish between sounds.
CS5(L) Respond to spoken texts
CS14(S) Recite poetry
CS25(R) Read aloud
CS35(W) Write poetry
CS31 Comprehend Non-Fiction Texts

General Comments
If students are to succeed in a wide range of school subjects, their ability to read, comprehend and extract information from non-fiction texts needs to be developed. Furthermore, providing texts on non-fiction topics of interest to the students can motivate them to read. Lower division students are fascinated by the real world and they should be encouraged to look in books for the answers to the questions they have about it.

Non-fiction texts can be used to teach a wide range of language arts skills including oral language skills, vocabulary, phonics, sight word reading, comprehension strategies and writing skills.

It is essential that students are exposed to a range of non-fiction texts during the lower division years. Comprehension is likely to be greater if the students’ background knowledge of the topic is activated. One way of achieving this is to use a thematic approach so that the students study several texts on the same topic. These texts can also be related to the theme of lessons in another subject area such as social studies or science.

Assessment

Games: Games are useful for assessing whether students can follow written instructions. Give a student the instructions on a card and ask him/her to perform them in front of the class. Grasp of vocabulary can also be assessed in this manner.

Reading Level: Effective assessment will only occur if the reading level of the texts are appropriate for the students. Mostly, reading material for lower division students contains short, simple sentences made up of regularly spelt or frequently occurring words.

Internet Resources
Much useful advice about the teaching of reading at lower levels is contained in a booklet downloadable from http://www.ite.org.uk/ite_topics/reading_ks2_3

Content Standard 31 Comprehend Non-Fiction Texts
Extract, sequence, synthesise and use information contained in non-fiction texts.
Sample Lesson Objective

32.1 Students will choose a non-fiction book from the classroom library and read it with a partner.

Learning Outcomes

Infant 1
31.1 Read and follow a simple, single step instruction.
31.2 Read simple, highly pictorial, non-fiction texts on familiar themes of interest.

Infant 2
No learning outcomes relate to Infant 2 for this content standard. However, the development of 31.2 should continue.

Standard 1
31.3 Read and follow a set of instructions telling them to perform three consecutive actions.

The development of 31.2 should continue in Standard 1.

Sample Teaching Strategies

Lower division students should be using short reading texts every week. While many of these texts will be stories and poems, some should be short non-fiction passages. These passages can be on a topic of interest to the children or on a topic that relates to the curriculum theme in language arts or in another subject.

A variety of pre- during and post-reading strategies should be used including examining the cover, title and pictures of the book, pre-teaching vocabulary and activating background knowledge.

The classroom library should include a range of non-fiction books.

Sample Student Activities

Drawing: After a non-fiction text has been read, students can draw about it.
Writing: After a non-fiction text has been read, students can write a sentence about it. In Infant 1 and 2, invented spelling should be expected. By Standard 1, students should be spelling many words conventionally.

Teaching Opportunities: The teacher can look for real opportunities for students to follow instructions, for example, taking messages to another teacher.

Following procedures: Making items by following instructions can be part of an expressive arts lesson. Performing actions by following instructions can be incorporated into P.E.

Linkages

CS2(L) Listen for information
CS10(S) Narrate real and fictional events
CS23(R) Display word power
CS27(R) Comprehend fiction texts
CS32(R) Research from non-fiction texts.
CS33(R) Analyse the language, structure and nature of texts
CS37(W) Write non-fiction
**General Comments**

Lower division students should be introduced to content area readers and textbooks, that is, books that present factual information in such subject areas as science, social studies, health, and math. They should begin to understand that non-fiction texts are written and structured differently than stories.

The selection of appropriate materials is crucial in developing the students’ abilities to work with non-fiction texts. If students feel threatened by the complexity of a text or by a lack of familiarity with the text’s topic, then they are unlikely to feel motivated to read.

Students should be able to read accurately at least 90% of the words of any text that they are required to extract information from.

The teaching of this content standard can be effectively achieved by linking the texts being studied to a theme.

**Content Standard 32**

**Research from Non-Fiction Texts**

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

**Assessment**

Students can demonstrate their knowledge of the information contained in a text in a variety of ways: making lists, making diagrams or drawing, responding to oral questions, or talking about the topic.

**Internet Resources**

Learning Outcomes

Infant 1

No learning outcomes relate to Infant 1 for this content standard.

Infant 2

32.1 List one or two pieces of information from a short non-fiction text.

Standard 1

32.2 List the key points from a short non-fiction text.

Sample Lesson Objective

32.1 After the text, “Hurricanes” has been read aloud in class, the students will be able to list two pieces of information, orally.

Sample Teaching Strategies

Background Knowledge: Before they read non-fiction texts, it is important to activate students’ background knowledge, for example by having a general discussion on the topic in which students are asked to share their knowledge and experience. Other pre-reading activities, such as pre-teaching vocabulary, and making predictions from the title, cover and pictures of a book, can also be used.

K-W-L: Create a chart with three columns, “What I Know” (K), “What I Want to Know” (W) and “What I have Learned” (W).

Sample Student Activities

Lower Division students can read texts aloud, read them silently, or listen to them being read by the teacher. Over a period of time, they should experience all three of these techniques.

Practical Activities: The students’ reading of a non-fiction texts should be accompanied by a range of other activities on the same topic. For example, simple scientific experiments, observations, nature walks, watching videos, making models, making posters, and drawing pictures.

Writing: Research from non-fiction texts should generate writing activities, for example making lists, labeling pictures or filling in check-lists.

Linkages

CS2(L) Listen for information
CS10(S) Narrate real and fictional events
CS27(R) Comprehend fiction texts
CS31(R) Comprehend non-fiction texts
CS33(R) Analyse the language, structure and nature of texts
CS37(W) Write non-fiction
General Comments

Before the age of five, many children do not easily and clearly distinguish between fact and fantasy and they may often make up stories without fully understanding what they are doing.

As students progress to Standard 1, they should begin to have a clear understanding of the difference between fact and fantasy, both in their own lives and in the books they are reading.

Assessment

Give students several sentences on a topic they know well, for example, an animal, familiar place or thing. Ask them to say which sentence is true and which is made up. The sentences should be straightforward and not designed to trick the students.

Content Standard 32
Analyse the Language, Nature and Structure of Texts

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

Internet Resources

A variety of lesson plan ideas can be found at www.readwritethink.org/lessons

Learning Outcomes

Infant 1
33.1 Understand the difference between fact and fantasy.

Infant 2
No learning outcomes relate Infant 2 for this content standard.

Standard 1

33.2 Recognize that "fairy stories" and other traditional stories often follow a similar pattern and often have distinctive beginning, middle and ending structures.

Sample Lesson Objective

33.1 Given two reading passages, the students will be able to state, with reasons, which is factual and which is fantasy.

Sample Teaching Strategies

Students need explicit instruction on the ways that fiction and non-fiction texts are different. For example, ask the students to compare the covers of story books and non-fiction books. They can also compare the types of pictures found in fiction books and non-fiction books.

Students should also be helped to recognize that certain phrase, for example, “once upon a time,” indicate that a story is being read.

Sample Student Activities

Read the students an extract of a fantasy story about an animal and then read them a passage from a children’s encyclopedia about the same animal. Have the children explain which one is real (and why) and which one is made up.

Students can write a few sentences about a person they know, then they can write a few sentences about a person they have invented.

Linkages
CS2(L) Listen for information
CS10(S) Narrate real and fictional events
CS31(R) Comprehend Non-Fiction texts
CS32(R) Research from non-fiction texts
CS37(W) Write non-fiction
Writing

CS34 Write Stories
CS35 Write Poetry
CS36 Write Letters
CS37 Write Non-Fiction
CS38 Plan and Edit Writing
CS39 Present Written Work Appropriately
CS40 Write Clearly and Legibly
CS41 Spell Words Appropriately
CS42 Use Capital Letters Appropriately
CS43 Use Punctuation Appropriately
CS44 Apply Correct Grammatical Forms in Writing
CS45 Incorporate Stylistic Devices in Original Writing
34 Write Stories

General Comments

Story writing helps develop a wide variety of literacy and thinking skills. Students should frequently compose stories and put elements of them in writing. This process involves students in making lots of decisions: about stories and characters, spelling, grammar, vocabulary and the logical sequencing of ideas.

Reading stories is closely linked to learning to write them. As students read, enjoy and interpret narrative texts in the first years of primary school, they can also be learning to write stories for themselves.

Even before students can write words, they can express story ideas through scribbles and drawings. As they progress through lower division, many students will use invented spelling. Teachers should encourage creativity at this stage, and not be overly fussy about correct spelling, punctuation, grammar and handwriting. (See CS41). By the time students reach Standard 1 they should spell most words conventionally.

Students who struggle to write because they are overwhelmed by the creative process will benefit from high levels of teacher support and the careful structuring of writing activities.

Assessment

It is important to balance assessment of originality and creativity with assessment of writing mechanics. Comments and corrections made on written work should help students understand, not demotivate them.

Content Standard 34
Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

Internet Resources

A U.K. site, www.standards.dfes.gov.uk, known as “The Standards Site” has many detailed resources for teaching literacy. Visit the site and type “developing writing” in the search box.


**Learning Outcomes**

**Infant 1**
34.1 Illustrate a sentence or short story with a picture and add a caption made up of one or two letters or short words.

**Infant 2**
34.2 Compose several original sentences based on a picture.
34.3 Illustrate a story with a picture and write a caption using real or invented spelling.

**Standard 1**
34.4 Compose an original story, of at least five sentences, based on a picture, another story or personal experience, and illustrate it with a picture.
34.5 Rewrite a familiar story using original words.

**Sample Lesson Objective**
34.2 After discussing a picture, students will write some original words or sentences about it, using invented spelling where appropriate.

**Sample Teaching Strategies**

**Writing about Texts and Pictures:** Integrate writing into a series of activities based on a text used throughout the week. If writing is based on a picture, discuss it before the students write. Encourage students to invent things about the people and objects in the texts and pictures.

**Oral Story Composition:** Students tell and re-tell their stories orally before they write.

**Key Phrases:** Display story phrases, such as "Once upon a time," and other key vocabulary.

**Celebrating Writing:** Display and celebrate completed stories the students have written.

**Sample Student Activities**

**Shared Writing:** Students can compose their stories working alongside an adult or another student. The teacher does not just act as a scribe, instead, he/she helps the student explore ideas and decide what to write next.

**Whole Class Writing:** Using shop paper, the teacher acts as a scribe and as a guide as the students jointly discuss and create a story.

**Puppets and Toys:** Students tell a story using puppets and toys orally, before writing/drawing about it.

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

**Linkages**

- CS10(S) Narrate real and fictional events
- CS23(R) Display word power
- CS28(R) Interpret stories
- CS29(R) Relate personally to stories
- CS38(W) Plan and edit writing
- CS45(W) Incorporate stylistic devices in original writing
35 Write Poetry

**General Comments**

Learning outcomes for this content standard, CS1 Identify and Distinguish between Sounds, CS14 Recite Poetry and CS30 Read and Relate to Poetry, should be taught at the same time.

Since young students frequently encounter poetry, in the form of nursery rhymes and songs, they are likely to be interested in trying to create their own poems.

If lower division students are to write poetry, they must have models to work from. Thus, before asking students to write poetry, expose them to rhymes similar to the ones you wish them to create.

**Assessment**

Assessment of spoken and written rhymes and poem that the students have created can evaluate both the use of poetic forms, for example, correct rhymes, and the originality of the ideas.

**Content Standard 35**

**Write Poetry**

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

**Internet Resources**

writenet, [www.twc.org](http://www.twc.org) hosts a discussion forum where teachers of writing post articles and lesson ideas.

For more lesson ideas, try: [http://www.poetryclass.net/kslink1.htm](http://www.poetryclass.net/kslink1.htm)

For poems try [www.poemhunter.com](http://www.poemhunter.com)
Sample Lesson Objective

35.3 After listening to and discussing an extract from the poem, “The Adventures of Isabel,” students will write a four line poem of their own.

Learning Outcomes

Infant 1
No learning outcomes relate to Infant 1 for this content standard.

Infant 2
35.1 List sets of rhyming words.
35.2 Compose simple rhyming couplets.

Standard 1
35.3 Compose short poems that rhyme.

Sample Teaching Strategies

Use a poem to stimulate students to write their own poem:

(1) Read a poem to the class.
(2) Ask the students for their first ideas about it.
(3) Read it again (and again), and ask questions to help the students understand the meaning and notice key features (vocabulary, rhyme, etc).
(4) Further discuss the poem’s theme.
(5) Tell the students it is now time for them to write their own poems on the same theme.
(6) As the students write, help them by suggesting words or ideas.
(7) Encourage students to illustrate their completed poems and mount them for classroom display.

Sample Student Activities

Before asking students to write completely original rhymes, use the activities listed below.

Rhyming Class Names: Dave the brave, Leroy the boy, Indira the clearer (etc)
Rhyming I Spy: “I spy with my little eye something that rhymes with . . . “
Animal Rhymes: A dog on a log, a spider inside her, an alligator in a potato, a fox in a box, a fish in a dish, a parrot eating a carrot
Word Substitution: Students change the words of lines from their favourite nursery rhymes (Humpty Dumpty sat on a ball)
Rhyming Game (groups): The group that comes up with the most words that rhyme with “gold” wins a point.
Poetry Day: Students read their own poems to an invited audience, for example parents or another class.

Linkages

CS1(L) Identify and distinguish between sounds
CS5(L) Respond to spoken texts
CS14(S) Recite poetry
CS25(R) Read aloud
CS30(R) Read and relate to poetry
General Comments
As with the other content standards related to writing, invented spelling should be accepted and encouraged as part of the students’ literacy development.

In the lower division, the content of letters is more important than the structure. However, students should learn to start a letter with a greeting and end it with their own name.

Assessment
Assessment should focus on the effectiveness of the communication, that is, whether the intended message is successfully conveyed. Aspects of form can be considered secondary.

Internet Resources
www.letterwritingguide.com

Content Standard 36
Write Letters
Compose, with appropriate structure and language, letters for a range of social and professional purposes.
Learning Outcomes

Infant 1
No learning outcomes relate to Infant 1 for this content standard. However, Infant 1 students should still get the opportunity to make and send Christmas cards.

Infant 2
36.1 Create a birthday or Christmas card with an original message.

Standard 1
36.2 Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.
36.3 Write a short letter to a friend to invite them to an event, to accept and invitation or to express thanks.

Sample Lesson Objective
Students will create a Christmas card with a suitable picture and a short written message.

Sample Teaching Strategies
Model Letter Writing: As a whole class activity, using shop paper, model how to write a letter.
Letter to the Class: Write a letter to the class, for example about a trip, read it to them, and display it on the notice board.
Memos: Ask students to carry short notes and memos to teachers in other classrooms.

Sample Student Activities
Play: Integrate pretending to write letters into role plays and literacy centres to help students understand their purpose. Thus, students could pretend to write an invitation to a party during a role play.
Making Cards: Most young students like to make greetings cards to give to their friends and family. Time should be spent decorating the cards and thinking about what to write or draw for the message.
Mail Box: Before Christmas, set up a class mailbox so students can post cards to their friends.

Linkages
CS6(L) Respond to visual images
CS38(W) Plan and edit written work
CS39(W) Present written work appropriately
CS40(W) Write clearly and legibly
CS41(W) Spell words appropriately
37 Write Non-Fiction

General Comments
Traditionally, Language Arts at the lower division has focused on reading and writing fictional narratives. However, in the other subjects, students need to read and write non-fiction. Non-fiction texts are different from narratives in structure, word choice, lay-out, purpose and style. For this reason, the early introduction of students to the reading and writing of non-fiction is crucial if they are to succeed in all their subjects in the higher grades.

The focus of non-fiction writing should be on originality, rather than copying and penmanship.

Content Standard 37
Write Non-Fiction
Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

Assessment
Students should progress from one or two word texts, using invented spelling, in Infant I, to sentence and paragraph length texts, with increasing use of conventional spelling, in Standard 1

Internet Resources
www.readwritething.org has a link to lesson ideas for teachers.
Learning Outcomes

Infant 1
37.1 Label simple diagrams, for example of parts of the body.
37.2 Write simple, one or two word informational texts such as signs and directions.

Infant 2
37.3 Write short lists for a specified purpose, for example, a shopping list.
37.4 Write a few words or a sentence describing a recent experience.
37.5 Compose several original sentences describing a familiar person.
37.6 Write several sentences on one idea, picture or topic, using invented spelling where necessary.

Standard 1
37.7 Write a short non-fiction text, presenting ideas in a logical, sequential order.
37.8 Keep a daily record (journal) of events.
37.9 Write a paragraph describing a recent experience.
37.10 Write a paragraph describing interests.

Sample Lesson Objective
37.9 During journal time, students will write several original sentences in neat, legible handwriting.

Sample Teaching Strategies

Themes: To motivate students, ensure that they have an interest in the topic they are writing about and a purpose for writing. This can often be achieved by making a writing activity the culmination of a week’s work on a text, or series of texts, on a theme. Thus, if the theme is families, the students will discuss and read about families, and learn vocabulary words before they start to write. Asking students to write on an unfamiliar topic without such preparation is unlikely to be effective. (See CS38)

Pre-writing: Use Pre-writing activities such as activating background knowledge and discussion of the topic, vocabulary teaching, and practical activities.

During Writing: Correct students’ errors as they write.

Provide a structure for writing, for example, by providing a diagram for students to write words on.

Post writing: Display completed written work in the classroom.

Sample Student Activities

Journals: Daily recording of events and thoughts in journals can begin in Infant 1 with the drawing of pictures and the writing of words and letters. By Standard 1, students should be writing several sentences for each entry.

Play: can be a powerful tool for introducing students to non-fiction writing. Literacy centres based around a theme, for example shop, post office, health clinic, or police station, can give students opportunities to pretend (or actually) to complete lists, forms, bills, records, or reports.

Making Booklets: Use typing sheets tied between pieces of card from old boxes to make individual student booklets. From time to time, ask students to draw and write about their recent activities in their booklets, (see learning outcome 39.4).

Signs and Decorations: Creating classroom signs and decorations give a writing activity a real purpose.

Linkages

CS6(V) Comprehend and interpret visual images
CS9(S) Express opinions and communicate ideas.
CS10(S) Narrate real and fictional events
CS31(R) Comprehend non-fiction texts
CS32(R) Research from non-fiction texts
CS38(W) Plan and edit written work
CS39(W) Present written work appropriately
CS41(W) Spell words appropriately
Plan and Edit Writing

Content Standard 38
Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

General Comments
As with the other content standards related to writing, invented spelling should be accepted and encouraged as part of the students’ literacy development.

As they progress through primary schools, students should learn to use the writing process: that is to plan, draft, edit, revise, present and evaluate their own writing. The development of all these skills should begin in lower division. All students can be encouraged to revisit a piece of written work to improve it and to prepare it for display. Lower division students can begin to plan their work by discussing their ideas for writing with their teacher and their peers.

It is important to remember that revising a piece of writing is just as much about improving the ideas as correcting the spelling, punctuation and grammar.

Assessment
Writing Portfolios: Teachers should build up a collection of a student’s writing of a variety of genres: stories, letters, non-fiction texts and poems. This will allow the teacher to monitor the development of the student’s writing over time.

Internet Resources
Many web-sites give advice about the writing process. For example: www.angelfire.com/wi/writingprocess
Learning Outcomes

**Infant 1**
*No learning outcomes relate to Infant 1 for this content standard.*

**Infant 2**
38.1 Discuss what they intend to write, with a teacher and/or peer, before writing it.

**Standard 1**
38.2 Generate ideas relevant to a topic by brainstorming.

Sample Lesson Objective
38. In small groups, students discuss a picture and together write a sentence about it.

Sample Teaching Strategies

**Brainstorming:** All students need to be given the opportunity to contribute to class brainstorms.

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

**Peer editing:** Standard 1 students should be able to edit each other’s work in pairs or small groups. However, this type of activity requires considerable teacher support.

Sample Student Activities

**Shared Writing:** Students compose their writing working alongside an adult or another student. The teacher does not just act as a scribe, instead, he/she helps the student explore ideas and decide what to write next.

**Collective composition:** With the teacher acting as a scribe, the class create a collective story on a given theme. Time should be given for the students to explore ideas and discuss which, of several alternatives they prefer.

**Web Planning:** Students can create a web of ideas, in groups or as a whole class.

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

Linkages
This content standard links to all content standards from CS34 to CS45.
General Comments

The lay-out and appearance of a written text constitute its form. Each genre of writing has its own form which is part of the message. For example, warning signs tend to be large, bold and capitalized, children’s books tend to have pictures, newspapers have headlines, letters have greetings, and so on.

Academic work, even at the lower division level, also has its own form. The reader expects titles to be underlined, margins to be present but not obtrusive, etc. If the correct form is not used, the reader’s attention is drawn away from the message and communication is less effective.

As students progress through lower division, they should become increasingly aware of, and able to reproduce, the appropriate form for a variety of written texts.

Assessment

Create a check-list of items of form that you want the students to apply, for example (a) heading (b) date (c) underlining heading and date (d) margins. This checklist can be displayed in the class, in visual form, and referred to as you review students’ work.

Resources

Writer’s guides, such as Diana Hacker’s A Writer’s Reference (Bedford) are invaluable sources of advice about document form. See: www.dianahacker.com
Sample Lesson Objective

After completing the first draft of a story, students will re-write it in “best form”, paying attention to handwriting and the lay-out of their work.

Learning Outcomes

Infant 1
39.1 Head work with items copied from a worksheet or the board.

Infant 2
39.2 Develop a sense of pride in presenting neat and attractive written work.
39.3 Underline heading and rule off work.
39.4 Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author’s name.

Standard 1
39.5 Use margins appropriately.
39.6 Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.
39.7Indent paragraphs.

Sample Teaching Strategies

Explicitly teach the rules for setting out written work that you expect students to follow. Support this with display charts and large print model texts.

As the students write for other purposes, monitor their presentation and have them correct or rewrite work if it does not meet acceptable standards.

However, some students find neat presentation very difficult. The desire of these students to write should not be crushed by a demotivating focus on form.

Sample Student Activities

Work on presentation should be integrated with other writing activities.

Linkages

This content standard links to all content standards from CS34 to CS45.
40 Write Clearly and Legibly

**General Comments**

The ability to write clearly and legibly should develop over time as students write stories, letters, poems and non-fiction texts. Thus, the skills outlined in the learning outcomes are meant as guidelines for teachers as they monitor students’ progress in penmanship. In other words, it is not intended for teachers to conduct explicit lessons on each of the specified skills.

Tracing letters using dots and practicing writing letters freehand are valid activities, especially when they occur as part of a planned phonics programme, (CS1). However, the amount of classroom time used for such activities should be limited to a few minutes a day. Excessive emphasis on perfect letter formation at the lower division level is likely to detract from more important literacy development activities. It is also likely to demotivate students and may actually harm the development of fine-motor muscle control.

In order to facilitate the learning of cursive writing in Infant 2 and Standard 1, Infant 1 students should learn letter forms that have “tails”.

**Assessment**

Teachers should monitor students’ gradual development of handwriting skills over time. By the end of Infant 1, students should be able to form all the 26 letters of the alphabet.

Also see CS20 Apply Phonics Knowledge

**Content Standard 40 Write Clearly and Legibly**

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

**Internet Resources**

There are many general sites that offer advice to parents on aspects such as penmanship. For example: [http://www.handwritinghelpforkids.com](http://www.handwritinghelpforkids.com)
Learning Outcomes

**Infant 1**
- 40.1 Demonstrate correct technique for holding a pencil.
- 40.2 Develop motor skills through colouring, tracing and scribbling.
- 40.3 Write slants, curves and letter-like shapes free-hand.
- 40.4 Write letters on a page from left to right and top to bottom.
- 40.5 Form the 26 upper and lower-case letters of the alphabet and numbers by tracing dots on a page.
- 40.6 Distinguish in writing between easily confused letters, for example b,d,p,q.
- 40.7 Write on a line provided in a notebook.
- 40.8 Write with correct letter size and space using guidelines.
- 40.9 Form letters with the "tails" necessary for cursive writing.
- 40.10 Colour an outline shape while keeping between the lines.

**Infant 2 & Standard 1**

See next section

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Sample Lesson Objective

40.5 After learning the letter d (phonics), students will trace it four times in their Fast Phonics workbooks.

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Sample Teaching Strategies

- **Pencil Hold:** Infant 1 students should use a correct pencil hold. If they do not, early intervention is necessary. They should also develop a clear preference for either their right or left hand. Do not force natural left-handers to write with their right hand.
- **Posture:** Correct seating position and posture are important. Students should be able to sit with their feet flat on the floor as they write.
- **Progressive Development:** Usually, as students begin school, their attempts at writing letters are over-sized and poorly formed. This is developmentally normal. Over the course of Infant 1, writing should become progressively more controlled.
- **Penmanship Practice:** Practice that involves copying and tracing letters should be limited to a few minutes at a time.

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Sample Student Activities

Activities such as painting, pasting paper, using play dough and constructing simple puzzles can all help develop the fine motor skills necessary for writing.

- **Colouring In:** If students begin school with little or no experience of writing, begin by helping them colour within lines, paste objects and draw shapes that look like circles and crosses. They can also spend time scribbling.
- **Connect the Dots:** Connecting dots to make a picture helps students learn to control a pencil.
- **Letter Tracing:** Tracing dots, tracing letters in sand or on the desk and similar activities should form part of the phonics programme.
- **Guide Lines:** Once students can trace letters and they begin to form them free-hand, guiding lines will help them size letters appropriately.
- **My Alphabet Book:** An alphabet book has one page for each letter. On each page, the teacher should write the lower case and capital letter for the student to copy. The students should also decorate the page and draw or paste pictures of items beginning with the letter.

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Linkages

CS20(R)  Apply phonics knowledge

This content standard also links to all content standards from CS34 to CS45.
General Comments
The ability to write clearly and legibly should continue to develop throughout Infant 2 and Standard 1. Short, regular periods of handwriting practice can be helpful, but students also need many opportunities to complete meaningful writing tasks such as writing stories, letters, poems and non-fiction texts. Thus, the skills outlined in the learning outcomes are meant as guidelines for teachers as they monitor students’ progress in penmanship.

Students should begin to use cursive forms, especially of lower case letters in Infant 2, so that by the end of Standard 1, their handwriting is recognizably “joined”. This process will be easier if, in Infant 1, students have been taught to add “tails” to their print letters.

The learning outcomes refer to cursive writing for lower case letters. The use of cursive capital letters is becoming increasingly rare and does not need to be emphasized.

Assessment
By the end of Standard 1, students should, without tracing, form similar letters of the same height, have appropriate sized ascending and descending strokes, leave appropriate spaces between words and between lines. Letters should also have a uniform slant.

Content Standard 40
Write Clearly and Legibly
Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.

Internet Resources
http://teachers.dadeschools.net/mmarcus/cursive_hints.htm
http://www.designastudy.com/teaching/tips-1198.html
Infant 2 and Standard 1

Learning Outcomes

Infant 1
See previous section

Infant 2
40.11 Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.
40.12 Legibly copy print sentences from the board.
40.13 Join some letters to others, cursively, for example, c, a, o, l

Standard 1
40.14 Join most letters to form cursive writing.
40.15 Develop a neat, legible handwriting.

Sample Lesson Objective
40.14 Students will rewrite their stories in “best” form using cursive writing.

Sample Teaching Strategies
Constant Monitoring: When students are writing composition, monitor their handwriting but be careful not to make achieving handwriting perfection the main purpose of the activity. It is better to allow students to concentrate on composition first and have them write a “best copy” later.

Sample Student Activities
Handwriting practice: In lessons, a few minutes can be spent copying letters, words and sentences off a board, chart or worksheet. However, these activities should not be so extended as to be tedious.

Linkages
CS20(R) Apply phonics knowledge

This content standard also links to all content standards from CS34 to CS45.
41 Spell Words Appropriately

**General Comments**
Learning to spell cannot be done effectively through the memorization of words; there are too many words for any person to be able to memorize them all. Instead, learning to spell occurs gradually, over time, as a student makes connections between the sound system and the writing system of the language.

Students can use invented spelling to meet the learning outcomes for all content standards from CS34 to CS45.

"It is important for parents and teachers to understand that invented spelling is not in conflict with correct spelling . . . it plays an important role in helping children learn how to write. When children use invented spelling, they are exercising their growing knowledge of phonemes, the letters of the alphabet, and their confidence in the alphabetic principle. A child's 'iz' for the conventional 'is' can be celebrated as quite a breakthrough! It is the kind of error that shows you that the child is thinking independently and quite analytically about the sounds of words and the logic of spelling." (Burns, Griffin and Snow (1999) p. 102)

**Assessment**
Over time, students’ spelling patterns should become more conventional. Beginning spellers may use only consonants to represent sounds but by Infant 2 vowels should also be represented.

It is not necessary to use traditional tests of memorized spelling to assess this content standard.

**Content Standard 41 Spell Words Appropriately**

Spell words in accordance with accepted conventions.

**Resources**
For an explanation of invented spelling, see: http://www.readingrockets.org/articles/267 (readingrockets.org is linked to U.S. public service T.V. and radio.)

For more detailed analysis, see the work of Linnea C. Ehri.
Sample Lesson Objective
After discussing a picture, students will write some original words or sentences about it, using invented spelling where appropriate.

Learning Outcomes

Infant 1
41.1 Include letter like forms or single letters when communicating through drawing.
41.2 Spell words using one or two feature letters, for example, first and last letters only.

Infant 2
41.3 Spell words phonetically, so that all the sounds are represented by at least one letter.
41.4 Write captions for their own drawings, using invented spelling where necessary.

Standard 1
41.5 Appropriately form plurals by adding -es and by changing y/ey to ies in original writing.
41.6 Spell common, irregularly spelt words, for example days of the week, numbers and question words correctly.

Throughout Standard 1, teachers should continue to monitor their students’ progress towards the greater use of conventional spelling.

Sample Teaching Strategies
During lower division, students should be allowed to try to work out the spellings based on their knowledge of the way words can be divided up into sounds (CS1) that are represented by letters (CS20). These early attempts at spelling should be phonetically logical, but few will be conventionally accurate.

Ask the student to read their writing to you and orally coach them on improving their spelling, especially when all the sounds in a word are not logically represented.

Avoid crossing out or circling invented spelling words. Instead, many teachers like to write the conventional spelling of a word above or below the student’s invented spelling.

Sample Student Activities
Activities from all the other content standards for writing can be used.

Picture response: Students write under a picture; if they don’t know the spelling they can try to spell words as they sound.
Missing Letter: Students fill in the missing letter of a word. This activity can be linked to students’ identification of beginning, medial and ending letters and sounds.
Matching: Students match words to pictures. This can be especially useful with “tricky” words.
Fishing for Words: Students select the correct word from a word wall.
My words: Students make collections of their favourite words. These can be kept in a box or they can make their own dictionaries.

Linkages
CS1(L) Identify and distinguish between sounds.
CS20(R) Apply phonics knowledge
CS22(R) Recognize words by sight

All content standards from CS34 to CS45 and any other areas that involve writing.
42 Use Capital Letters Appropriately

General Comments

The formation of both upper and lower case letters is covered by CS40. CS41 refers to their use as grammatical markers.

As the begin to write, many students prefer to use capital letters to represent sounds. As their writing develops, they will usually begin to mix lower case and capital letters, indiscriminately putting capitals in the middle of words where they do not belong. This is developmentally expected, and occurs because they the students are concentrating more on sounds than form.

Starting with the writing of their own name, students should gradually begin to realize that capital letters play a grammatical rather than phonological role in writing. This mixing of capital and lower case letters should then gradually disappear as students learn more about the conventions of print.

Some explicit teaching of capital letter rules is useful. However, this should not be done in isolation from the reading and writing of texts.

Content Standard 42 Use Capital Letters Appropriately

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

Assessment

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

Internet Resources

For a comprehensive article on capital letter usage see:
http://en.wikipedia.org/wiki/Capitalization
**Learning Outcomes**

**Infant 1**
- 42.1 Use a capital letter for the beginning of their own name.
- 42.2 Differentiate between capital and lower case letters.

**Infant 2**
- 42.3 Avoid inappropriately using capital letters in the middle of words and sentences.
- 42.4 Use capital letters for names of people.
- 42.5 Use capital letters for names of places, days and months.
- 42.6 Use capital letters at the beginning of sentences.
- 42.7 Use capital letter for the word “I”.

**Standard 1**
- 42.8 Use capital letters for the names of streets, buildings and other geographical features.

*Throughout Standard 1, teachers should monitor the students’ continued achievement of 42.1 to 42.7*

**Sample Lesson Objective**
42.1 By the end of the lesson, students will have written their own name, beginning it with a capital letter.

**Sample Teaching Strategies**

**Texts:** The teaching of capital letters can be effectively achieved through the use of reading texts. As students read stories, the teacher can point out that certain words begin with capital letters and ask the students if they know why.

**Rules:** Remind students to always use lower case letters unless the rules say otherwise. Introduce these rules one at a time with a short piece of explicit teaching linked to specific reading texts. Use display charts and model writing to reinforce the rules.

**Word classes:** Link the rules to specific classes of words as students learn them. For example, when students learn the days of the week, tell them to use capital letters.

**Sentence concept:** The concept of a sentence is one that many young children find difficult to understand. Teaching them an abstract definition is unlikely to help; instead, point out the features of a sentence during reading sessions.

**Grammar-at-the-point-of-writing:** Teachers can prompt students to correct their own writing as they do it in the classroom.

**Sample Student Activities**

**Word Collections:** Students can make collections of words that require capital letters.

**Editing:** Students can add capital letters to sentences that require them.

**Hunt the Letter:** Students can hunt for capital letters in stories and other texts.

**Linkages**
- CS1(L) Identify and distinguish between sounds
- CS19(S) Use speech prosody and gesture
- CS20(R) Apply phonics knowledge
- CS21(R) Recognize words by sight
- CS23(R) Display word power
- CS34(W) Write stories
- CS38(W) Plan and edit writing
- CS39W) Present written work appropriately
- CS40(W) Write clearly and legibly
- CS43(W) Use punctuation appropriately
General Comments

Many lower division students are unable to grasp the concepts behind abstract punctuation rules. Teaching should therefore focus on giving examples of how punctuation is used. Students should be shown how punctuation adds to or changes the meaning of a sentence in order to help them grasp that punctuation marks are an essential tool for transmitting exact meaning. In other words, teaching that helps students understand punctuation is likely to be more effective than teaching that concentrates on rules, procedures and memorization.

An effective way of helping students understand punctuation is to monitor their in-class writing and discuss and correct their errors as they occur. Features of punctuation should also be pointed out during shared reading.

Assessment

Assessment should focus on the use of punctuation in original writing.

Tests containing isolated items are usually an ineffective way of evaluating students’ ability to use punctuation in original writing.

Content Standard 43
Use Punctuation Appropriately

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

Internet Resources

Teaching Young Children to Use Punctuation with Precision and Purpose by Janet Angelillo (Scholastics) is downloadable from: http://www.noycefdn.org/literacy/documents/Handout-Punctuation09-18-04.pdf

An excellent general book on punctuation is Eats Shoots and Leaves by Lynne Truss (Gotham Pubs. 2004)
Sample Lesson Objective
43.3 While describing a member of their family, students will use a series of adjectives and correctly place commas between them.

Learning Outcomes

Infant 1
No learning outcomes relate to Infant 1 for this content standard.

Infant 2
43.1 Use a full stop at the end of a telling sentence.
43.2 Appropriately use question marks.

Standard 1
43.3 Appropriately use commas in a series of adjectives or nouns.
43.4 Use an apostrophe in common contractions.

Sample Teaching Strategies
Model Reading: During read alouds, pay attention to punctuation. If a big book is used, show the students how punctuation affects the way you read the text.
Discovery: Ask students to circle the full-stops in a story. Then ask them to explain what they notice and what they think a full-stop does.
Grammar-at-the-point-of-writing: Teachers can prompt students to add appropriate punctuation to their own writing as they do it in the classroom.

Sample Student Activities
Hunt the Mark: Students can hunt for punctuation marks in stories and other texts.
Sorting Sentence Strips: After reading a story, students can put sentence strips into two sets, one of sentences that have a question mark and the other of sentences that have a full-stop. They can then discuss the difference between the two sets.
Computer Games: There are several free sites that offer interactive games to teach punctuation. One on apostrophes is http://www.bbc.co.uk/skillswise/words/grammar/punctuation/apostrophes/index.shtml
Contraction Partners: Students are given a card. Some cards have a contraction and some have a word written out in full. Students have to find their partner.
Contractions Song: Make up simple songs about contractions - “I’m means I am / She’s means she is/ You’re means you are/ and He’s means he is”.

Note: to achieve 43.3, students need to demonstrate a basic knowledge of this type of comma usage. They do not need to demonstrate knowledge of all the rules and exceptions.

The common contractions in 43.4 include those relating to the verbs be, have and do, and the contraction of would and will.

Linkages
CS17(S) Use correct grammatical structures in speech
CS19(S) Use speech prosody and gesture
CS21(R) Recognize words by sight
CS23(R) Display word power
CS25(R) Read Aloud
CS34(W) Write stories
CS38(W) Plan and edit writing
CS39W) Present written work appropriately
CS42(W) Use capital letters appropriately
CS45(W) Incorporate stylistic devices in original writing.
44 Apply Correct Grammatical Forms in Writing

**General Comments**

All children learn grammar naturally as they learn to speak and the development of oral language skills is an important part of developing grammar for writing. However, in Belize, the grammar that many students first learn is that of Kriol. If students are to develop a sense of standard English grammar, they need to hear it consistently spoken by the teacher and they need to encounter it frequently in books.

This content standard interprets “grammar” as the rules governing the way words are connected together to form sentences. The primary aim of teaching grammar is to improve students’ writing. This content standard, therefore, stresses the application of grammar rules, not their memorization, nor the identification and definition of parts of speech. In reality, there is little benefit to teaching lower division students grammatical definitions since their thought processes are unlikely to be sufficiently developed for such abstract concepts to be understood. However, the identification of parts of speech during reading is covered by CS22: Use Context Clues.

**Assessment**

Assessment of the students’ understanding and use of grammatical structures should be based on their original writing rather than on the results of separate grammar tests.

**Internet Resources**

There are many sites designed to help adults improve their own grammar, for example, [http://grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/)
Sample Lesson Objective
42.3 Students will write a short narrative paragraph, correctly using noun-verb-noun sentence structures.

Learning Outcomes

Infant 1
No learning outcomes relate to Infant 1 for this learning outcome.

Infant 2
44.1 Use appropriate word order for simple subject-verb-object sentences in original writing
44.2 Form the plural of nouns by adding -s.
44.3 Correctly use the articles a and an in original writing.
44.4 Appropriately substitute the nouns with the pronoun "it" and "them" in original writing.

Standard 1
44.5 Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.
44.6 Construct simple noun-verb-noun sentences correctly in original writing.

Note: This Learning Outcomes relate to standard English.

Sample Teaching Strategies

Modeling: Teachers should endeavour to model grammatically accurate standard written and spoken English.
Grammar-at-the-Point-of-Writing: The key to good grammar instruction is to teach it as the students write original work. Although marking and correcting are important, students are more likely to understand and internalize a grammar rule if it is explained to them as they try to write a communicative sentence.
Verb Tenses: By Standard 1, students should be using past tense forms when writing original stories.
Explicit Teaching: The explicit teaching of rules may be essential; however, it is better to for this teaching to occur in short chunks of a few minutes at a time.
Comparative Analysis: Teachers can help students understand that Kriol and standard English have different grammars by comparing sentences from the two languages.

Sample Student Activities

English or Kriol Game: The teacher says a sentence. The students have to identify if it is in English or Kriol.
Reading: The more students read, the more they will encounter grammatically correct sentences.
Picture Response: Students write the single or plural form of nouns in response to a picture prompt. This could be linked with numbers: one apples, three apples, etc.
Jumbled Sentences: Students put word cards in a logical order to make a sentence.

Linkages
CS17(S) Use correct grammatical structures in speech
CS18(S) Use appropriate styles and registers in speech
CS19(S) Use speech prosody and gesture
CS22(R) Use Context Clues
CS34(W) Write stories
CS36(W) Write letters
CS37(W) Write non-fiction
CS38(W) Plan and edit writing
CS45(W) Incorporate stylistic devices in original writing.
General Comments
The overall aim of language arts is to help students communicate effectively and they need to learn to use stylistic devices both to entertain and to convey meaning more exactly and powerfully.

The learning outcomes for lower division for CS45 relate to the use of adjectives to modify nouns. Students achieve these outcomes by using adjectives and nouns appropriately in original sentences. The identification of nouns and adjectives is covered by CS22.

This content standard is strongly linked to those that necessitate original writing by the students, particularly CS34 to CS38.

Assessment
Students should be evaluated on their ability to use adjectives to modify nouns in original sentences. Isolated grammar exercises in which students identify and circle nouns and adjectives would not assess this skill. Instead, teachers should look for examples of appropriate adjective use as the students write stories, letters and non-fiction.

Content Standard 45
Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

Internet Resources
http://www.english-zone.com, a site aimed at learners of English as a second language, has a clearly written page explaining adjectives and their use.
Learning Outcomes

Infant 1
No learning outcomes relate to Infant 1 for this content standard

Infant 2
45.1 Modify a noun with an adjective in an original sentence.

Standard 1
45.2 Modify a noun with two or more adjectives in an original sentence.

Sample Lesson Objective
45.1 Students will write a sentence about a friend using at least one adjective.

Sample Teaching Strategies
Modeling: Teachers should model, in their own speech and writing, the type of language they want students to learn and use.
Original Writing: All students, from Infant 1 upwards, should be given frequent opportunities to create original writing. They can write in response to pictures and stories, and they can write their own stories, letters and non-fiction texts.
Draw and Write: Whenever students draw a picture, they should be encouraged to write a caption.
Grammar-at-the-Point-of-Writing: As students write, the teacher should encourage them to use adjectives to improve their work.
Oral Language Development: Students need to be able to say the target sentences before they can write them.

Sample Student Activities
Adjective Games: The teacher says a word and the students have to shout out an adjective to describe it.
Surprise Bag: Students pick an item from a surprise bag and say and adjective that describes it.
Family Drawing: Students draw their family and write adjectives about the people they have drawn. Alternatively, a photograph may be used as a prompt.
Pictures: Students say and write sentences with adjectives in response to pictures.

Linkages
CS10(S) Narrate real and fictional events
CS17(S) Use correct grammatical structures in speech
CS27(R) Comprehend fiction texts
CS30(R) Read and relate to poetry
CS31(R) Comprehend non-fiction texts
CS34(W) Write stories
CS35(W) Write poetry
CS36(W) Write letters
CS37(W) Write non-fiction
CS44(W) Apply correct grammatical forms in writing.
The Planning Guide
Using Curriculum Themes

Instruction should be organized into content-based themes: one for each unit of work. Reading texts, writing topics and listening, speaking and viewing activities should be linked to the theme. When planning, teachers should look for topics on which they have access to a large number of fiction and non-fiction texts that can be read by the students. They should then plan for the students to use these as stimuli for reading, writing and other activities.

**General Themes**
Teachers can choose any topics for their Language Arts themes. They should choose topics that are of interest to the students and for which sufficient resources are available.

Themes from other subject areas can also be used as Language Arts themes, as listed below.

<table>
<thead>
<tr>
<th>How the themes should be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts lessons are more meaningful to students if they listen to, read, speak about and write about topics that are of interest to them.</td>
</tr>
<tr>
<td>When planning their units, teachers should select a theme from this page or create one of their own, and then use texts related to it.</td>
</tr>
</tbody>
</table>

**Social Studies Themes**
- The World: (Landforms & Location; The Earth; Weather & Rotation; Resources; Tourism.)
- Government and Citizenship: (Myself, My Family, My Home; Rules at Home and in the Community; Neighbourhood Services.)
- Rights and Responsibilities: (You Have Rights.; You Have Responsibilities.)
- Early Civilization: (The Individual, Family, Housing, Food, Community, Language, Maya Village Organizations, Folktales; Spirituality & Tradition; Farming; A Community in Africa.)
- Society and Culture: (My Country; Ethnic Groups – Family Structures, Stories, Language, Musical Instruments, Brief History, Traditions, etc).

**Science Themes**
- The Universe: (Planets, The Earth, The Moon, The Sun.)
- Living Things: (Plants, Animals.)
- Materials and Substances: (Heat, Matter, Force, Sources of Light.)
- Simple Machines: (Force Machines.)
- The Environment: (Natural History, Pollution.)

**HFLE Themes**
- Sexuality and Sexual Health
- Self and Interpersonal Relationships
- Eating and Fitness
- Managing the Environment

**Spanish Themes**
- Homes, Family, Places, Play, Above Us,
- Entertainment, Environment, Belonging,
- Sporting, Food, Animal Kingdom, Recreation,
- Market, Farm, Our Classroom, Shopping,
- Friends, My Body, Clothing.
Advisory Scope and Sequence Charts

The following charts indicate how teachers can plan to cover all the learning outcomes in a given year. These charts, or ones of the teacher’s own devising, should be consulted when annual plans and unit plans are being written.

It should be noted that few learning outcomes are designed to be taught just once. The vast majority of learning outcomes will require several lessons to be covered adequately and most, once taught, will need to be revisited at a later date. Most learning outcomes, therefore, will appear in more than one unit.

The scope and sequence charts also indicate intensity and frequency for teaching learning outcomes as follows:

1. **Every Day or Almost Every Day**
   These learning outcomes, most of which relate to phonics and reading comprehension, should be addressed as a regular and routine part of teaching. For example, it is recommended that every infant one language arts session include a phonics segment, that every day should include a morning circle type discussion time and that all students should either be read to or engage in silent reading every day.

2. **Major Focus of Unit or Month / Regular Activity**
   Each unit should have a number of major focuses, at least one relating to each of the skill areas of listening, speaking, reading and writing, and sometimes also some relating to viewing. Throughout the course of the unit, these items will occur frequently and substantial progress towards mastery of the relevant learning outcomes should occur. However, since language arts skills develop incrementally and since progress often depends upon regular practice, some outcomes may be the major focus of several units.

3. **Secondary Focus of Unit or Month / Occasional Activity**
   Some learning outcomes relate to skills that, once they have been initially taught as the major focus of a unit, need further development through continued practice. From time to time, these learning outcomes should be the secondary focus of a unit. Usually, a learning outcome will be a major focus of a unit before it is a secondary focus.

4. **Ongoing Development and Monitoring by the Teacher**
   The skills relating to most learning outcomes need to be continually monitored by the teacher after they have initially been taught. Other skills require little or no explicit teaching; instead they are expected to develop “naturally” as the student matures and is exposed to a wider range of experiences in school and in the home. These skills need to be monitored by the teacher in case the expected development does not occur and intervention is required.

When a learning outcome is selected for ongoing development and monitoring, it is not usually necessary to include it in written plans.
### Scope and Sequence Chart for Infant One

**KEY**

- Every Day or Almost Every Day
- Major Focus of Unit or Month / Regular Activity
- Secondary Focus of Unit or Month / Occasional Activity
- Ongoing Development and Monitoring by the Teacher

<table>
<thead>
<tr>
<th>CS No.</th>
<th>Skill</th>
<th>Starting Month</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>L</td>
<td>Sept</td>
<td>Identify a series of words that begin with the same sound.</td>
</tr>
<tr>
<td>1.2</td>
<td>L</td>
<td>Sept</td>
<td>Listen to rhymes and songs to begin developing a sense of rhyme.</td>
</tr>
<tr>
<td>1.3</td>
<td>L</td>
<td>Oct</td>
<td>Identify a series of words that rhyme.</td>
</tr>
<tr>
<td>1.4</td>
<td>L</td>
<td>Dec</td>
<td>Discriminate between onsets and rimes in speech.</td>
</tr>
<tr>
<td>1.5</td>
<td>L</td>
<td>Sept</td>
<td>Identify and distinguish between the main 42 phonemes used in the English language.</td>
</tr>
<tr>
<td>1.6</td>
<td>L</td>
<td>Oct</td>
<td>Identify, orally, all the individual phonemes in consonant-vowel-consonant and vowel-consonant-vowel words.</td>
</tr>
<tr>
<td>1.7</td>
<td>L</td>
<td>Sept</td>
<td>Blend three phonemes together to make a word.</td>
</tr>
<tr>
<td>1.8</td>
<td>L</td>
<td>Nov</td>
<td>Understand the terms vowel and consonant as they relate to sounds.</td>
</tr>
<tr>
<td>2.1</td>
<td>L</td>
<td>Jan</td>
<td>Follow simple, one and two step, oral directions.</td>
</tr>
<tr>
<td>2.2</td>
<td>L</td>
<td>Sept</td>
<td>State correct answers to literal comprehension questions in response to stories presented orally.</td>
</tr>
<tr>
<td>3.1</td>
<td>L</td>
<td>May</td>
<td>Establish good eye contact with a speaker.</td>
</tr>
<tr>
<td>3.2</td>
<td>L</td>
<td>May</td>
<td>Demonstrate awareness of whether a presenter is telling a story or dealing with a factual topic.</td>
</tr>
<tr>
<td>5.1</td>
<td>L</td>
<td>Dec</td>
<td>Recognize emotions, for example, happy, sad, or angry, of characters in stories presented orally.</td>
</tr>
<tr>
<td>6.1</td>
<td>V</td>
<td>Sept</td>
<td>Understand that visual images contain information.</td>
</tr>
<tr>
<td>6.2</td>
<td>V</td>
<td>Sept</td>
<td>Identify and differentiate shapes, sizes, letters, numbers, patterns (etc.)</td>
</tr>
<tr>
<td>6.3</td>
<td>V</td>
<td>Oct</td>
<td>Connect a visual image to a story text.</td>
</tr>
<tr>
<td>7.1</td>
<td>V</td>
<td>Oct</td>
<td>State whether they like or dislike a picture or whether it makes them feel happy or sad.</td>
</tr>
<tr>
<td>8.1</td>
<td>S</td>
<td>Oct</td>
<td>Ask a teacher or familiar adult questions to obtain information or permission.</td>
</tr>
<tr>
<td>8.2</td>
<td>S</td>
<td>Sept</td>
<td>Follow an agreed procedure for asking and answering questions in class, for example by raising a hand and waiting for the teacher.</td>
</tr>
<tr>
<td>8.3</td>
<td>S</td>
<td>Sept</td>
<td>Answer questions, possibly using sentence fragments and gestures.</td>
</tr>
<tr>
<td>9.1</td>
<td>S</td>
<td>Nov</td>
<td>State likes, dislikes and preferences.</td>
</tr>
<tr>
<td>10.1</td>
<td>S</td>
<td>Oct</td>
<td>Describe a recent event during class &quot;circle time' or to the teacher or familiar adult.</td>
</tr>
<tr>
<td>10.2</td>
<td>S</td>
<td>Dec</td>
<td>Briefly describe objects, animals, and places.</td>
</tr>
<tr>
<td>11.1</td>
<td>S</td>
<td>Sept</td>
<td>Take part in &quot;circle time' activities in which each student contributes an item.</td>
</tr>
<tr>
<td>12.1</td>
<td>S</td>
<td>Oct</td>
<td>Speak in a natural, easy manner with children and adults with whom they are familiar.</td>
</tr>
<tr>
<td>13.1</td>
<td>S</td>
<td>Oct</td>
<td>Individually, act out the meaning of a single word, for example, an action verb</td>
</tr>
<tr>
<td>CS No.</td>
<td>Skill</td>
<td>Starting Month</td>
<td>Learning Outcome</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>14.1</td>
<td>S</td>
<td>Sept</td>
<td>Accompany rhymes and songs with simple actions.</td>
</tr>
<tr>
<td>14.2</td>
<td>S</td>
<td>Sept</td>
<td>Chorally, with the aid of the teacher, recite simple poems with actions.</td>
</tr>
<tr>
<td>15.1</td>
<td>S</td>
<td>Sept</td>
<td>In a teacher led discussion, wait for someone else to finish talking and not interrupt them.</td>
</tr>
<tr>
<td>16.1</td>
<td>S</td>
<td>Sept</td>
<td>During speech, clearly and correctly pronounce the main 42 phonemes (language sounds) of standard English.</td>
</tr>
<tr>
<td>17.1</td>
<td>S</td>
<td>Dec</td>
<td>State ideas in complete simple sentences.</td>
</tr>
<tr>
<td>18.1</td>
<td>S</td>
<td>Nov</td>
<td>Use appropriate forms for making requests (for example by saying please and thank you) and expressing needs.</td>
</tr>
<tr>
<td>19.1</td>
<td>S</td>
<td>Feb</td>
<td>Speak with voice volume appropriate to the listener and the situation.</td>
</tr>
<tr>
<td>20.1</td>
<td>R</td>
<td>Sept</td>
<td>Recognise and name all letters of the alphabet in upper and lower case.</td>
</tr>
<tr>
<td>20.2</td>
<td>R</td>
<td>Sept</td>
<td>Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look).</td>
</tr>
<tr>
<td>20.3</td>
<td>R</td>
<td>Oct</td>
<td>Identify the initial sound and the corresponding letter of a spoken word, object or picture.</td>
</tr>
<tr>
<td>20.4</td>
<td>R</td>
<td>Oct</td>
<td>Blend a vowel and a consonant together to read a two letter word, for example, at, it, ma, pa, in, am.</td>
</tr>
<tr>
<td>20.5</td>
<td>R</td>
<td>Oct</td>
<td>Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.</td>
</tr>
<tr>
<td>20.6</td>
<td>R</td>
<td>Mar</td>
<td>Read words with initial consonant clusters, br-, tr-, bl-, gl-, sl-, sn-, and dr-.</td>
</tr>
<tr>
<td>20.7</td>
<td>R</td>
<td>Jan</td>
<td>Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using ai/ee/ie/oa/o/oo/a_e/i_e.</td>
</tr>
<tr>
<td>20.8</td>
<td>R</td>
<td>Apr</td>
<td>Read words ending with the consonant clusters, -nd, -sp, -st, -nk, -sp, and -nt.</td>
</tr>
<tr>
<td>20.9</td>
<td>R</td>
<td>Nov</td>
<td>Understand the terms vowel and consonant as they relate to letters and sounds.</td>
</tr>
<tr>
<td>21.1</td>
<td>R</td>
<td>Oct</td>
<td>Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.</td>
</tr>
<tr>
<td>21.2</td>
<td>R</td>
<td>Nov</td>
<td>Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.</td>
</tr>
<tr>
<td>22.1</td>
<td>R</td>
<td>Feb</td>
<td>Identify a noun in a written text.</td>
</tr>
<tr>
<td>22.2</td>
<td>R</td>
<td>Mar</td>
<td>Identify an action verb in a written text.</td>
</tr>
<tr>
<td>22.3</td>
<td>R</td>
<td>Mar</td>
<td>Identify when a noun in a written text is plural.</td>
</tr>
<tr>
<td>22.4</td>
<td>R</td>
<td>Apr</td>
<td>Identify a pronoun in a written text.</td>
</tr>
<tr>
<td>23.1</td>
<td>R</td>
<td>Apr</td>
<td>Recognize unusual words encountered in nursery rhymes and frequently read stories.</td>
</tr>
<tr>
<td>24.1</td>
<td>R</td>
<td>Oct</td>
<td>Recite the names of letters in correct alphabetical order.</td>
</tr>
<tr>
<td>25.1</td>
<td>R</td>
<td>Nov</td>
<td>Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.</td>
</tr>
<tr>
<td>25.2</td>
<td>R</td>
<td>Nov</td>
<td>Individually and in chorus, read aloud words which are used on a regular basis, e.g. numbers, days and weather words.</td>
</tr>
<tr>
<td>25.3</td>
<td>R</td>
<td>Sept</td>
<td>Read, or pretend to read to other people, dolls and toys.</td>
</tr>
<tr>
<td>25.4</td>
<td>R</td>
<td>Sept</td>
<td>Track text in the right order, i.e. left to right, top to bottom, page to page.</td>
</tr>
<tr>
<td>25.5</td>
<td>R</td>
<td>Feb</td>
<td>In chorus and along with the teacher, read a familiar short story or poem aloud.</td>
</tr>
<tr>
<td>27.1</td>
<td>R</td>
<td>Sept</td>
<td>Re-enact familiar, simple, stories through role play.</td>
</tr>
<tr>
<td>27.2</td>
<td>R</td>
<td>Oct</td>
<td>Recall, word for word, phrases that are repeated several times in a simple story.</td>
</tr>
<tr>
<td>CS No.</td>
<td>Skill</td>
<td>Month</td>
<td>Learning Outcome</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>27.3</td>
<td>R</td>
<td>Mar</td>
<td>Recount, re-enact with toys, or sequence using pictures, the main events of a familiar nursery rhymes and stories</td>
</tr>
<tr>
<td>28.1</td>
<td>R</td>
<td>Dec</td>
<td>Discuss the causes of events in simple stories.</td>
</tr>
<tr>
<td>28.2</td>
<td>R</td>
<td>Dec</td>
<td>Predict the next section of a story with a repetitive, predictable pattern.</td>
</tr>
<tr>
<td>29.1</td>
<td>R</td>
<td>Sept</td>
<td>Respond emotionally to stories and experience satisfaction, enjoyment, sadness, etc</td>
</tr>
<tr>
<td>29.2</td>
<td>R</td>
<td>Sept</td>
<td>State whether they like or dislike a story.</td>
</tr>
<tr>
<td>30.1</td>
<td>R</td>
<td>June</td>
<td>Connect the text of a poem to accompanying pictures.</td>
</tr>
<tr>
<td>31.1</td>
<td>R</td>
<td>Feb</td>
<td>Read and follow a simple, single step instruction.</td>
</tr>
<tr>
<td>31.2</td>
<td>R</td>
<td>Dec</td>
<td>Read simple, highly pictorial, non-fiction texts on familiar themes of interest.</td>
</tr>
<tr>
<td>32.1</td>
<td>R</td>
<td>Sept</td>
<td>Respond emotionally to stories and experience satisfaction, enjoyment, sadness, etc</td>
</tr>
<tr>
<td>32.2</td>
<td>R</td>
<td>Sept</td>
<td>State whether they like or dislike a story.</td>
</tr>
<tr>
<td>33.1</td>
<td>W</td>
<td>May</td>
<td>Understand the difference between fact and fantasy.</td>
</tr>
<tr>
<td>34.1</td>
<td>W</td>
<td>Nov</td>
<td>Illustrate a sentence or short story with a picture and add a caption made up of one or two letters or short words.</td>
</tr>
<tr>
<td>35.1</td>
<td>W</td>
<td>Jan</td>
<td>Label simple diagrams, for example of parts of the body.</td>
</tr>
<tr>
<td>36.1</td>
<td>W</td>
<td>Feb</td>
<td>Write simple, one or two word informational texts such as signs and directions.</td>
</tr>
<tr>
<td>37.1</td>
<td>W</td>
<td>Sept</td>
<td>Head work with items copied from a worksheet or the board.</td>
</tr>
<tr>
<td>38.1</td>
<td>W</td>
<td>Sept</td>
<td>Demonstrate correct technique for holding a pencil.</td>
</tr>
<tr>
<td>39.1</td>
<td>W</td>
<td>Sept</td>
<td>Develop motor skills through colouring, tracing and scribbling.</td>
</tr>
<tr>
<td>40.1</td>
<td>W</td>
<td>Oct</td>
<td>Write slants, curves and letter-like shapes free-hand.</td>
</tr>
<tr>
<td>41.1</td>
<td>W</td>
<td>Oct</td>
<td>Write letters on a page from left to right and top to bottom.</td>
</tr>
<tr>
<td>42.1</td>
<td>W</td>
<td>Oct</td>
<td>Form the 26 upper and lower-case letters of the alphabet and numbers by tracing dots on a page.</td>
</tr>
<tr>
<td>43.1</td>
<td>W</td>
<td>Oct</td>
<td>Distinguish in writing between easily confused letters, for example b, d, p, q.</td>
</tr>
<tr>
<td>44.1</td>
<td>W</td>
<td>Oct</td>
<td>Colour an outline shape while keeping between the lines.</td>
</tr>
<tr>
<td>45.1</td>
<td>W</td>
<td>Oct</td>
<td>Include letter like forms or single letters when communicating through drawing.</td>
</tr>
<tr>
<td>46.1</td>
<td>W</td>
<td>Oct</td>
<td>Spell words using one or two feature letters, for example, first and last letters only.</td>
</tr>
<tr>
<td>47.1</td>
<td>W</td>
<td>Oct</td>
<td>Differentiate between capital and lower case letters.</td>
</tr>
</tbody>
</table>
## Scope and Sequence Chart for Infant Two

### KEY

- **Every Day or Almost Every Day**
- **Major Focus of Unit or Month / Regular Activity**
- **Secondary Focus of Unit or Month / Occasional Activity**
- **Ongoing Development and Monitoring by the Teacher**

<table>
<thead>
<tr>
<th>GS No.</th>
<th>Skill</th>
<th>Starting Month</th>
<th>Learning Outcome</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9</td>
<td>L</td>
<td>Mar</td>
<td>Generate a new rhyme from a prompt word.</td>
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<td>1.10</td>
<td>L</td>
<td>Nov</td>
<td>Divide two syllable words into syllables and clap the syllables of a short sentence.</td>
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<td>2.3</td>
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<td>Nov</td>
<td>Perform a simple procedure after listening to a description of it.</td>
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<td>2.4</td>
<td>L</td>
<td>Oct</td>
<td>Recall one or two important points after listening to a short spoken text.</td>
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<td>2.5</td>
<td>L</td>
<td>Sept</td>
<td>Identify main characters and events in stories presented orally.</td>
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<td>3.3</td>
<td>L</td>
<td>Apr</td>
<td>Identify the mood and tone of speech</td>
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<td>3.4</td>
<td>L</td>
<td>Mar</td>
<td>Sit quietly and be attentive to a presenter.</td>
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<td>4.1</td>
<td>L</td>
<td>Sept</td>
<td>Demonstrate courteous listening behaviours in small group situations.</td>
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<td>5.2</td>
<td>L</td>
<td>Nov</td>
<td>Answer simple questions about their feelings in response to stories and poetry presented orally</td>
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<td>5.3</td>
<td>L</td>
<td>Sept</td>
<td>Predict outcomes of familiar, repetitive stories presented orally.</td>
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<td>5.4</td>
<td>L</td>
<td>Oct</td>
<td>Retell/dramatize parts of stories heard.</td>
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<td>6.4</td>
<td>V</td>
<td>Sept</td>
<td>Follow instructions given by the means of gestures, symbols and pictures.</td>
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<td>6.5</td>
<td>L</td>
<td>Jan</td>
<td>Select or draw a series of pictures to retell a story</td>
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<td>7.2</td>
<td>V</td>
<td>Nov</td>
<td>Express a point of view based on viewing a picture.</td>
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<td>8.4</td>
<td>S</td>
<td>Jan</td>
<td>Ask a partner simple questions to acquire information using who, what, when, where, and how.</td>
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<td>8.5</td>
<td>S</td>
<td>Jan</td>
<td>Ask a partner questions about a topic of interest.</td>
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<td>8.15</td>
<td>S</td>
<td>Sept</td>
<td>Give appropriate spoken responses to greetings, instructions and requests.</td>
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<td>9.2</td>
<td>S</td>
<td>Sept</td>
<td>Use complete sentences of five or more words to express ideas, preferences and needs.</td>
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<td>10.3</td>
<td>S</td>
<td>Oct</td>
<td>Describe a picture using complete sentences.</td>
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<td>10.4</td>
<td>S</td>
<td>Dec</td>
<td>Calmly describe a recently witnessed event.</td>
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<td>11.2</td>
<td>S</td>
<td>Sept</td>
<td>Give simple reports about current weather conditions.</td>
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<td>12.2</td>
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<td>Mar</td>
<td>Demonstrate feelings of self-worth and express ideas confidently.</td>
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<td>12.3</td>
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<td>Apr</td>
<td>Express humour and other appropriate feelings</td>
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<td>13.2</td>
<td>S</td>
<td>Apr</td>
<td>Role play simple situations with at least one other person, for example &quot;at school,&quot; &quot;at the store,&quot; etc.</td>
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<td>14.3</td>
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<td>Play with rhyme by changing familiar poems and nursery rhymes.</td>
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<td>14.4</td>
<td>S</td>
<td>Dec</td>
<td>In a group, memorize a short poem for public performance, e.g. to a group of parents or at the Festival of Arts.</td>
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<td>15.2</td>
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<td>Sept</td>
<td>In small group or class discussion wait for someone else to finish talking and not interrupt them.</td>
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<td>17.2</td>
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<td>Nov</td>
<td>Form the plural of most nouns correctly while speaking standard English</td>
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<td>20.10</td>
<td>R</td>
<td>Oct</td>
<td>Read words containing vowel digraphs ea (seat), a_e (cake) ay (day), ew (flew), oy (boy), ow (cow &amp; low).</td>
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<td>20.11</td>
<td>R</td>
<td>Apr</td>
<td>Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.</td>
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<td>20.12</td>
<td>R</td>
<td>Oct</td>
<td>Sound out two syllable words that are spelt using conventional consonant, &quot;short&quot; vowel and commonly occurring &quot;long&quot; vowel letter representations</td>
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<td>20.13</td>
<td>R</td>
<td>Jan</td>
<td>Read words ending in -ss -ck -ff -ll</td>
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<td>20.14</td>
<td>R</td>
<td>Jan</td>
<td>Discriminate between words beginning with hard/soft c and g</td>
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<td>20.15</td>
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<td>Feb</td>
<td>Recognize words ending with common spelling patterns, e.g. -old, -ing, -op, -end, -and.</td>
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<td>21.3</td>
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<td>Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense)</td>
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<td>21.4</td>
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<td>Sept</td>
<td>Read on sight approximately one hundred high frequency words including numbers, seasons, months of the year, common colour words and the name of the school.</td>
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<td>22.5</td>
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<td>Oct</td>
<td>Identify, and explain the purposes of, full stops and question marks in written texts.</td>
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<td>22.6</td>
<td>R</td>
<td>Nov</td>
<td>Identify a proper noun in a written text.</td>
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<td>22.7</td>
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<td>Identify, and explain the purpose of, an adjective in a written text.</td>
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<td>22.8</td>
<td>R</td>
<td>Mar</td>
<td>Use visual images to predict the meaning of unfamiliar words.</td>
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<td>22.9</td>
<td>R</td>
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<td>Identify compound words in a written text.</td>
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<td>23.2</td>
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<td>Sept</td>
<td>Show interest in learning about new words encountered in reading.</td>
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<td>23.3</td>
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<td>Read and understand common compound words and split them into their component parts, e.g. himself, handbag, teaspoon.</td>
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<td>23.4</td>
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<td>Jan</td>
<td>Identify the opposites of familiar words.</td>
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<td>24.2</td>
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<td>Apr</td>
<td>Place words that begin with different letters in correct alphabetical order.</td>
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<td>24.3</td>
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<td>Apr</td>
<td>With help, find information in simple dictionaries with illustrations.</td>
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<td>25.3</td>
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<td>Nov</td>
<td>Understand that a line of text and a sentence are not the same thing.</td>
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<td>25.6</td>
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<td>Nov</td>
<td>Read simple stories independently, pointing to words as they read.</td>
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<td>25.8</td>
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<td>Sept</td>
<td>Pronounce the majority of phonetically spelt, one and two syllable words, correctly.</td>
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<td>25.9</td>
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<td>Feb</td>
<td>Follow words with eyes without having to point.</td>
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<td>25.10</td>
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<td>Feb</td>
<td>Individually read aloud sentences from a familiar story or poem to a group or the whole class.</td>
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<td>26.1</td>
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<td>Oct</td>
<td>Select and read for pleasure stories with familiar, repetitive and predictable patterns.</td>
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<td>26.2</td>
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<td>Apr</td>
<td>With guidance, select books appropriate to their interest and reading level from a shelf of books in the classroom.</td>
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<td>26.3</td>
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<td>Oct</td>
<td>Choose to frequently reread favourite stories and non-fiction books.</td>
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<td>27.4</td>
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<td>Retell, in the correct order, the main events of a simple story.</td>
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<td>27.5</td>
<td>R</td>
<td>Nov</td>
<td>Recall one or two important points after listening to a short text.</td>
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<td>Discuss the connections between events in stories.</td>
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<td>28.4</td>
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<td>State, with reasons, whether they think a character is good or bad.</td>
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<td>30.2</td>
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<td>Read aloud a short, single verse, poem.</td>
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<td>34.2</td>
<td>W</td>
<td>May</td>
<td>Compose several original sentences based on a picture.</td>
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<td>34.3</td>
<td>W</td>
<td>Nov</td>
<td>Illustrate a story with a picture and write a caption using real or invented spelling.</td>
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<td>35.1</td>
<td>W</td>
<td>Mar</td>
<td>List sets of rhyming words.</td>
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<td>35.2</td>
<td>W</td>
<td>Mar</td>
<td>Compose simple rhyming couplets.</td>
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<td>36.1</td>
<td>W</td>
<td>Dec</td>
<td>Create a birthday or Christmas card with an original message.</td>
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<td>37.3</td>
<td>W</td>
<td>Feb</td>
<td>Write short lists for a specified purpose, for example, a shopping list.</td>
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<td>37.4</td>
<td>W</td>
<td>Apr</td>
<td>Write a few words or a sentence describing a recent experience.</td>
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<td>37.5</td>
<td>W</td>
<td>Apr</td>
<td>Compose several original sentences describing a familiar person.</td>
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<td>37.6</td>
<td>W</td>
<td>May</td>
<td>Write several sentences on one idea, picture or topic, using invented spelling where necessary.</td>
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<td>38.1</td>
<td>W</td>
<td>Mar</td>
<td>Discuss what they intend to write, with a teacher and/or peer, before writing it.</td>
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<td>39.2</td>
<td>W</td>
<td>Sept</td>
<td>Develop a sense of pride in presenting neat and attractive written work.</td>
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<td>39.3</td>
<td>W</td>
<td>Sept</td>
<td>Underline heading and rule off work.</td>
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<td>39.4</td>
<td>W</td>
<td>Jan</td>
<td>Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author's name.</td>
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<td>40.11</td>
<td>W</td>
<td>Sept</td>
<td>Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.</td>
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<td>40.12</td>
<td>W</td>
<td>Sept</td>
<td>Legibly copy print sentences from the board.</td>
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<td>40.13</td>
<td>W</td>
<td>Apr</td>
<td>Join some letters to others, cursively, for example, c, a, o, l.</td>
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<td>41.3</td>
<td>W</td>
<td>Nov</td>
<td>Spell words phonetically, so that all the sounds are represented by a least one letter.</td>
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<td>41.4</td>
<td>W</td>
<td>Dec</td>
<td>Write captions for their own drawings, using invented spelling where necessary.</td>
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<td>42.3</td>
<td>W</td>
<td>Nov</td>
<td>Avoid inappropriately using capital letters in the middle of words and sentences.</td>
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<td>42.4</td>
<td>W</td>
<td>Oct</td>
<td>Use capital letters for names of people.</td>
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<td>42.5</td>
<td>W</td>
<td>Oct</td>
<td>Use capital letters for names of places, days and months.</td>
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<td>42.6</td>
<td>W</td>
<td>Sept</td>
<td>Use capital letters at the beginning of sentences.</td>
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<td>42.7</td>
<td>W</td>
<td>Nov</td>
<td>Use capital letter for the word 'I'.</td>
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<td>43.1</td>
<td>W</td>
<td>Dec</td>
<td>Use a full stop at the end of telling sentences.</td>
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<td>43.2</td>
<td>W</td>
<td>Feb</td>
<td>Appropriately use question marks.</td>
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<td>44.1</td>
<td>W</td>
<td>Oct</td>
<td>Form the plural of nouns by adding -s.</td>
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<td>44.2</td>
<td>W</td>
<td>Apr</td>
<td>Use appropriate word order for simple subject-verb-object sentences in original writing..</td>
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<td>44.3</td>
<td>W</td>
<td>Apr</td>
<td>Correctly use the articles “a” and “an” in original writing.</td>
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<td>44.4</td>
<td>W</td>
<td>May</td>
<td>Appropriately substitute the nouns with the pronoun &quot;it&quot; and &quot;them&quot; in original writing.</td>
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<td>45.1</td>
<td>W</td>
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<td>Modify a noun with an adjective in an original sentence.</td>
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</table>
## Scope and Sequence Chart for Standard One

### KEY
- Every Day or Almost Every Day
- Major Focus of Unit or Month / Regular Activity
- Secondary Focus of Unit or Month / Occasional Activity
- Ongoing Development and Monitoring by the Teacher

<table>
<thead>
<tr>
<th>CS No</th>
<th>Skill</th>
<th>Starting Month</th>
<th>Learning Outcomes</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Mar</th>
<th>May</th>
<th>June</th>
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</thead>
<tbody>
<tr>
<td>2.6</td>
<td>L</td>
<td>Jan</td>
<td>Accurately write a sentence that is dictated.</td>
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<td>2.7</td>
<td>L</td>
<td>Sept</td>
<td>Draw a picture with several elements described by another person.</td>
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<td>2.8</td>
<td>L</td>
<td>Sept</td>
<td>Recall information from stories, poems and non-fiction texts presented orally.</td>
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<td>3.5</td>
<td>L</td>
<td>Dec</td>
<td>Listen politely to a variety of speakers.</td>
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<td>4.2</td>
<td>L</td>
<td>Sept</td>
<td>Distinguish between types of speech, including casual conversation, writing and jokes.</td>
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<td>4.3</td>
<td>L</td>
<td>Sept</td>
<td>Respect the views of others especially when they disagree, and be courteous to and thoughtful of others.</td>
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<td>5.5</td>
<td>L</td>
<td>Nov</td>
<td>Discuss the emotions they feel when listening to stories, poems and non fiction texts presented orally.</td>
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<td>6.6</td>
<td>V</td>
<td>Feb</td>
<td>Determine the sequence and main idea of a story told entirely in pictures.</td>
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<td>6.7</td>
<td>V</td>
<td>Nov</td>
<td>Tell a story or sequence based on a series of pictures.</td>
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<td>7.3</td>
<td>V</td>
<td>Feb</td>
<td>Identify and discuss the emotions of story characters or real people depicted pictorially.</td>
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<td>8.7</td>
<td>S</td>
<td>Oct</td>
<td>Maintain a conversation with a series of short exchanges.</td>
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<td>9.3</td>
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<td>Sept</td>
<td>Express and explore ideas based on the imagination.</td>
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<td>9.4</td>
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<td>Sept</td>
<td>Give simple reasons for their ideas based on direct observation or concrete experience.</td>
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<td>10.5</td>
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<td>Nov</td>
<td>Using several sentences consecutively, describe an incident or tell a story based on recent or past own experience, in an audible voice.</td>
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<td>11.3</td>
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<td>May</td>
<td>Give a short report on a favourite topic to the rest of the class.</td>
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<td>12.4</td>
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<td>Sept</td>
<td>Demonstrate an ability to express ideas to people with whom they are not very familiar, for example visitors to the school.</td>
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<td>12.5</td>
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<td>Talk freely and easily about personal or group experiences and demonstrate a willingness and eagerness to speak.</td>
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<td>13.3</td>
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<td>In a small group, develop and perform simple role play based on a recent event or news item.</td>
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<td>14.5</td>
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<td>When reciting, assume appropriate posture to aid voice and breath control.</td>
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<td>14.6</td>
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<td>Nov</td>
<td>Individually, recite simple poems with actions, either from memory or from a text.</td>
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<td>15.3</td>
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<td>Sept</td>
<td>Work alongside other students in a group, sharing equipment.</td>
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<td>CS No</td>
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<td>16.2</td>
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<td>Consistently pronounce commonly encountered words appropriately and clearly.</td>
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<td>17.4</td>
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<td>Oct</td>
<td>Apply appropriate present, past and future tense forms of verbs when speaking standard English.</td>
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<td>17.5</td>
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<td>Oct</td>
<td>Use the telephone intelligently and courteously for a variety of purposes using appropriate forms of language.</td>
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<td>18.2</td>
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<td>Nov</td>
<td>Indicate, by varying the tone and pitch of the voice, when a question is being asked.</td>
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<td>19.2</td>
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<td>Jan</td>
<td>Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -pt, -xt, -lf, -nch, -lth.</td>
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<td>20.16</td>
<td>R</td>
<td>Oct</td>
<td>Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, sq, sq, str, sw, tw, thr, shr.</td>
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<td>20.17</td>
<td>R</td>
<td>Jan</td>
<td>Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread).</td>
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<td>20.18</td>
<td>R</td>
<td>Mar</td>
<td>Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft &quot;j&quot; or a &quot;sh&quot; sound as in vision, pleasure, station.</td>
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<td>20.19</td>
<td>R</td>
<td>May</td>
<td>Use knowledge of similar words to read unfamiliar words correctly, e.g. getting slight from light, shroud from loud, etc.</td>
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<td>20.20</td>
<td>R</td>
<td>Nov</td>
<td>Use knowledge of common prefixes and suffixes to identify the meaning of a word.</td>
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<td>22.10</td>
<td>R</td>
<td>Nov</td>
<td>Use background knowledge of the topic to identify the meaning of an unknown word.</td>
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<td>24.4</td>
<td>R</td>
<td>Nov</td>
<td>Place a series of words that begin with the same letter in correct alphabetical order.</td>
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<td>25.11</td>
<td>R</td>
<td>Sept</td>
<td>When reading aloud, expect sentences to make sense and reread when they do not.</td>
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<td>25.12</td>
<td>R</td>
<td>Oct</td>
<td>When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.</td>
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<tr>
<td>25.13</td>
<td>R</td>
<td>Sept</td>
<td>Individually read aloud a familiar short story.</td>
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<tr>
<td>25.14</td>
<td>R</td>
<td>Sept</td>
<td>Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.</td>
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<td>25.15</td>
<td>R</td>
<td>Sept</td>
<td>Show awareness of the audience when reading aloud.</td>
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<tr>
<td>26.4</td>
<td>R</td>
<td>Sept</td>
<td>Independently, select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom.</td>
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<td>27.6</td>
<td>R</td>
<td>Sept</td>
<td>Describe characters encountered in a story, using original words.</td>
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<td>28.5</td>
<td>R</td>
<td>Nov</td>
<td>Discuss multiple causes of an event in a story.</td>
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<tr>
<td>28.6</td>
<td>R</td>
<td>Sept</td>
<td>Discuss the main theme of a story.</td>
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<td>28.7</td>
<td>R</td>
<td>Sept</td>
<td>Based on the plot, discuss why events happen the way they do in a simple story.</td>
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<td>28.8</td>
<td>R</td>
<td>Nov</td>
<td>Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.</td>
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<td>29.3</td>
<td>R</td>
<td>Sept</td>
<td>Link events and characters in stories to their own experience.</td>
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<td>30.3</td>
<td>R</td>
<td>Dec</td>
<td>Read a short poem and discuss its meaning.</td>
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<td>31.3</td>
<td>R</td>
<td>Nov</td>
<td>Read and follow a set of instructions telling them to perform three consecutive actions.</td>
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<td>32.2</td>
<td>R</td>
<td>Oct</td>
<td>List the key points from a short non-fiction text.</td>
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<td>33.2</td>
<td>R</td>
<td>Nov</td>
<td>Note that &quot;fairy stories&quot; and other traditional stories often follow a similar pattern and often have distinctive beginning, middle and ending structures.</td>
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<td>CS No</td>
<td>Skill</td>
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<td>34.4</td>
<td>W</td>
<td>Oct</td>
<td>Compose an original story, of at least five sentences, based on a picture, another story or personal experience, and illustrate it with a picture.</td>
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<td>34.5</td>
<td>W</td>
<td>Sept</td>
<td>Rewrite a familiar story using original words.</td>
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<td>35.3</td>
<td>W</td>
<td>May</td>
<td>Compose short poems that rhyme.</td>
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<td>36.2</td>
<td>W</td>
<td>Dec</td>
<td>Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.</td>
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<td>36.3</td>
<td>W</td>
<td>Oct</td>
<td>Write a short letter to a friend to invite them to an event, to accept an invitation or to express thanks</td>
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<td>37.7</td>
<td>W</td>
<td>Oct</td>
<td>Write a short non-fiction text, presenting ideas in a logical, sequential order.</td>
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<td>37.8</td>
<td>W</td>
<td>Oct</td>
<td>Keep a daily record (journal) of events.</td>
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<td>37.9</td>
<td>W</td>
<td>Nov</td>
<td>Write a paragraph describing a recent experience.</td>
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<td>37.10</td>
<td>W</td>
<td>Dec</td>
<td>Write a paragraph describing interests.</td>
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<td>38.2</td>
<td>W</td>
<td>Oct</td>
<td>Generate ideas relevant to a topic by brainstorming.</td>
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<tr>
<td>39.5</td>
<td>W</td>
<td>Sept</td>
<td>Use margins appropriately.</td>
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<tr>
<td>39.6</td>
<td>W</td>
<td>Sept</td>
<td>Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.</td>
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<tr>
<td>39.7</td>
<td>W</td>
<td>Nov</td>
<td>Indent paragraphs.</td>
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<td>40.13</td>
<td>W</td>
<td>Sept</td>
<td>Join most letters to form cursive writing.</td>
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<td>40.15</td>
<td>W</td>
<td>Sept</td>
<td>Develop a neat, legible handwriting.</td>
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<td>41.5</td>
<td>W</td>
<td>Dec</td>
<td>Appropriately form plurals by adding -es and by changing y/ey to ies in original writing.</td>
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<td>42.8</td>
<td>W</td>
<td>Nov</td>
<td>Use capital letters for the names of streets, buildings and other geographical features.</td>
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<td>43.3</td>
<td>W</td>
<td>Nov</td>
<td>Appropriately use commas in a series of adjectives or nouns.</td>
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<td>43.4</td>
<td>W</td>
<td>Feb</td>
<td>Use an apostrophe in common contractions.</td>
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<tr>
<td>44.2</td>
<td>W</td>
<td>Oct</td>
<td>Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.</td>
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<tr>
<td>44.3</td>
<td>W</td>
<td>Oct</td>
<td>Construct simple noun-verb-noun sentences correctly in original writing.</td>
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<td>45.2</td>
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<td>Nov</td>
<td>Modify a noun with two or more adjectives in an original sentence.</td>
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## Sample Annual Plan for Infant I
*(September and October Only)*

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Content Standard</th>
<th>Student Activities</th>
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</thead>
</table>
| **Listening**    | CS1: Identify and Distinguish between Sounds  
                  CS2: Listen for Information               | ➢ Identify the sounds: *s*, *short a* and *i*, *t*, *p* and *n* in spoken words.  
                  ➢ Orally blend sounds together to make words.  
                  ➢ Listen to rhymes.  
                  ➢ Answer literal comprehension questions after hearing a story. |
| **Viewing**      | CS6: Comprehend and Interpret Visual Images | ➢ Give information based on a picture.  
                  ➢ Differentiate between shapes and letters.                                     |
| **Speaking**     | CS8: Ask and Answer Questions  
                  CS11: Deliver Reports and Speeches  
                  CS14: Recite Poetry  
                  CS15: Participate in Group Discussions  
                  CS16: Pronounce Words Appropriately | ➢ Answer questions about self and family.  
                  ➢ Routinely raise hand when wanting to answer a question.  
                  ➢ Take turns in regular whole-class morning circle, without interrupting others.  
                  ➢ Chorally, recite simple rhymes and accompany them with actions.  
                  ➢ While speaking, enunciate all the sounds of words. |
| **Reading**      | CS20: Apply Phonics Knowledge  
                  CS25: Read Aloud  
                  CS29: Relate personally to stories | ➢ Recognize the letters *Ss*, *Aa*, *Tt*, *Ii*, *Pp*, *Nn* and link them to the appropriate sound.  
                  ➢ Point to words that contain the letters *Ss*, *Aa*, *Tt*, *Ii*, *Pp*, *Nn*.  
                  ➢ Picture read or pretend to read story books.  
                  ➢ Track the teacher's finger when he/she is reading to them and pointing to the words.  
                  ➢ Express like/dislike of and other emotions after a story has been read aloud by the teacher. |
| **Writing**      | CS40: Write Clearly and Legibly  
                  CS41: Spell Words Appropriately  
                  CS42: Use Capital Letters Appropriately | ➢ Demonstrate the correct technique for holding a pencil.  
                  ➢ Colour in pictures, scribble and make shapes in writing.  
                  ➢ Trace the letters *Ss*, *Aa*, *Tt*, *Ii*, *Pp*, *Nn* using dots, writing on a page from left to right and top to bottom and differentiate between the upper and lower case letters.  
                  ➢ Use letter like forms or single letters to add a caption to a drawing. |
Theme: .......................................................... 

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Content Standard</th>
<th>Student Activities</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>CS1: Identify and Distinguish between Sounds</td>
<td>- Identify the sounds: hard $c, e, h, r, m,$ and $d$ in spoken words.</td>
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<td>CS2: Listen for Information</td>
<td>- Listen to songs and poems and identify when they rhyme.</td>
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<td>- Segment CVC words containing the sounds $s,a,t,i,p,n$ into individual sounds, for example $s/it, p/i,t, p/a/t$, etc.</td>
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<td>- Answer literal comprehension questions after hearing a story.</td>
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<tr>
<td><strong>Viewing</strong></td>
<td>CS6: Comprehend and Interpret Visual Images</td>
<td>- While listening to a story, answer questions based on accompanying pictures</td>
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<td>CS7: Respond to Visual Images</td>
<td>- Express like/dislike of and other emotions after seeing a picture.</td>
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<tr>
<td><strong>Speaking</strong></td>
<td>CS8: Ask and Answer Questions</td>
<td>- Continue to routinely raise hand when wanting to answer a question</td>
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<td>CS9: Express Opinions and Communicate Ideas</td>
<td>- Continue to take turns in regular whole-class morning circle, without interrupting others.</td>
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<td>CS10: Narrate Real and Fictional Events</td>
<td>- Display confidence to speak during morning circle.</td>
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<td>CS11: Deliver Reports and Speeches</td>
<td>- During morning circle, tell classmates about a recent event that happened to them.</td>
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<td>CS12: Display Self-Esteem while Speaking</td>
<td>- Ask permission for something using &quot;please&quot;.</td>
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<td>CS14: Recite Poetry</td>
<td>- Chorally, recite simple rhymes and accompany them with actions.</td>
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<tr>
<td><strong>Reading</strong></td>
<td>CS20: Apply Phonics Knowledge</td>
<td>- Recognize the letters $Cc, Ee, Hh, Rr, Mm$ and $Dd$ and link them to the appropriate sound.</td>
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<td>CS21: Recognize Words by Sight</td>
<td>- Point to words that contain the letters $Cc, Ee, Hh, Rr, Mm$ and $Dd$.</td>
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<td>CS24: Use a dictionary</td>
<td>- Distinguish between words that begin with the sounds $s, short a, short i, p, t, n, c, short e, h, r, m$ and $d$ and those that do not.</td>
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<td>CS25: Read Aloud</td>
<td>- Blend a vowel and a consonant together to read a two letter word, for example $at, it, ma, pa, in, am$.</td>
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<td>CS27: Comprehend Fiction Texts</td>
<td>- Point to regularly occurring words in the text of familiar rhymes.</td>
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<td>- Recite all the letters of the alphabet, in order.</td>
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<td>- Picture read or pretend to read story books.</td>
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<td>- Track the teacher’s finger when he/she is reading to them and pointing to the words</td>
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<td>- Recall repeated phrases from a story or rhyme read to them by the teacher.</td>
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<td>- Perform a simple role play about a scene from a story read aloud to them by the teacher.</td>
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<td>- Express like/dislike of and other emotions after a story has been read aloud by the teacher.</td>
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<tr>
<td>Skill Area</td>
<td>Content Standard</td>
<td>Student Activities</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing</td>
<td>CS40: Write Clearly and Legibly</td>
<td>➢ Demonstrate correct technique for holding a pencil</td>
</tr>
<tr>
<td></td>
<td>CS41: Spell Words Appropriately</td>
<td>➢ Develop motor skills through colouring, tracing and scribbling, and begin to colour “between the lines”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Write letters on a page from left to right and top to bottom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Form, with tails, the letters Cc, Ee, Hh, Rr, Mm and Dd by tracing dots on a page and by writing free-hand on guidelines provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Use letter like forms or single letters to add a caption to a drawing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Differentiate between capital and lower case letters of the alphabet.</td>
</tr>
</tbody>
</table>
# Sample Unit Plan for Infant One

**Unit of Work in Language Arts**  
**September 2007**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Infant One</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>30</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Number of Lessons</td>
<td>18</td>
</tr>
<tr>
<td>Duration of Lessons</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

**Theme:**  
Animals

**Topics/Content Standards**

**Listening:**  
CS1: Identify and Distinguish between Sounds  
CS2: Listen for Information  
CS6: Comprehend and Interpret Visual Images  
CS8: Ask and Answer Questions

**Speaking:**  
CS11: Deliver Reports and Speeches  
CS14: Recite Poetry  
CS15: Participate in Group Discussions  
CS16: Pronounce Words Appropriately

**Reading:**  
CS20: Apply Phonics Knowledge  
CS25: Read Aloud  
CS29: Relate personally to stories

**Writing:**  
CS40: Write Clearly and Legibly  
CS41: Spell Words Appropriately  
CS42: Use Capital Letters Appropriately

**Sub-Topics / Objectives**

By the end of the unit, students will be able to:

- Identify the sounds: s, short a and i, t, p and n in spoken words.
- Answer literal comprehension questions after hearing a story.
- Give information based on a picture.
- Differentiate between shapes and letters.
- Answer questions about self and family.
- Routinely raise hand when wanting to answer a question.
- Take turns in regular whole-class morning circle, without interrupting others.
- Chorally, recite simple rhymes and accompany them with actions.
- While speaking, enunciate all the sounds of words.
- Recognize the letters Ss, Aa, Tt, Ii, Pp, Nn and link them to the appropriate sound.
- Point to words that contain the letters Ss, Aa, Tt, Ii, Pp, Nn.
- Picture read or pretend to read story books.
- Track the teacher’s finger when he/she is reading to them and pointing to the words.
- Express like/dislike of and other emotions after a story has been read aloud by the teacher.
- Demonstrate the correct technique for holding a pencil.
- Colour in pictures, scribble and make shapes in writing.
- Trace the letters Ss, Aa, Tt, Ii, Pp, Nn using dots, writing on a page from left to right and top to bottom and differentiate between the upper and lower case letters.
- Use letter like forms or single letters to add a caption to a drawing.
# Teaching Strategies/Student Activities

## Listening
### Teaching Strategies
- Read Alouds

### Student Activities
- Answering literal and personal response questions about stories read aloud

## Viewing
### Student Activities
- Picture matching games
- Describing a picture to a partner

## Speaking
### Teaching Strategies
- Morning Circle
- Explicit teaching of rules and procedures
- Modeling of good speaking practices
- Monitoring of sound enunciation

### Student Activities
- Contributing to Morning Circle
- Answering questions about self and family

## Reading
### Teaching Strategies
- Storytelling featuring the target sound;
- Presenting the letter in both lower and upper case
- Linking the letter to an action

### Student Activities
- Identifying/drawing pictures of words beginning/containing the target sound
- Singing songs/recite rhymes featuring the target letter sound, making actions
- Clapping when they hear the target sound in a word
- Identifying the letter in printed words around the classroom
- Matching upper and lower case letters

### Phonics: Letter-sounds s,a,t,i,p,n, (sound recognition, link sounds to letters)
- Storytelling featuring the target sound;
- Presenting the letter in both lower and upper case
- Linking the letter to an action

### Student Activities
- Identifying/drawing pictures of words beginning/containing the target sound
- Singing songs/recite rhymes featuring the target letter sound, making actions
- Clapping when they hear the target sound in a word
- Identifying the letter in printed words around the classroom
- Matching upper and lower case letters

## Writing
### Teaching Strategies
- Read Alouds
- Monitoring of how students track words during read alouds
- Student Activities
- Answering literal and personal response questions about stories read aloud
- Picture reading

### Penmanship:
- Modeling correct pencil hold
- Modeling how to trace dots

### Student Activities
- Workbook activities
- Filling in missing letters
- Colouring worksheets/pictures
- Write letters by tracing dots.
- Match capital letters with lower case letters
**Teaching Materials**

*Phonics Stories:*
- Inky Iguana (Fast Phonics)
- *Tina Tells the Truth* by Ruth Lerner (Alphapets)

*Jingles and Songs*
- *Penny’s Got a Pineapple* by Fran Avni
- *The Alphabet Song*

*Picture flashcards with dots representing sounds.
Letter flashcards
Letter and picture flashcards*

**Texts**

*Fast Phonics Workbook*
*Language Tree*
*The Very Hungry Caterpillar* by Eric Carle
*Why A Dog? By A Cat* by Robyn Koontz
*Rudyard Kipling’s Jungle Book* (Audio CD)
*Turtle and Snake Go camping* by Kate Spohn (Level 1 Reader)
*Dan the Ant* by Jennifer Gillis (Level 1 Reader)

**Assessment Strategies:**

*Observation:* Responses to letter prompts and flashcards.
   Ability to locate target letter in printed word.
   Ability to identify a word spoken aloud that contains the target letter.
   Response to questions about stories.
   Contribution to morning circle.

*Workbook Activities:* Tracing of target letter.
   Colouring pictures.
   Freehand writing of target letter (may be “untidy”).
   Matching words and letters.

*Test* Circle pictures beginning with the target letter.

**Reference Materials**

Fast Phonics Teachers’ Guide
[www.schoolexpress.com](http://www.schoolexpress.com)
[www.songsforteaching.com](http://www.songsforteaching.com)
Encyclopaedia of Information for Language Arts Teachers
**Alliteration**

Alliteration is the repetition of initial consonant sounds in two or more neighbouring words or syllables: initial rhyme.

**Alphabet Code**

The way in which sounds (phonemes) are mapped by letters (graphemes). In English, the 26 letters of the alphabet map approximately 42 sounds in a variety of ways.

- Some sounds, for example /b/ are almost always represented by the same letter.
- Some sounds, for example the long vowel sounds, are written in a variety of ways.
- Some sounds, for example /ch/ and /sh/ are represented by two letters.

The study of the relationship between sounds and letters is called phonics.

**Annual Plan**

A plan covering the whole school year. The purpose of the annual plan is to ensure that all the content standards and learning outcomes contained in the curriculum are adequately taught during the year.

Following this curriculum, the annual plan should list skill areas, content standards and broadly described student activities. The annual plan should be based on a scope and sequence chart that outlines when, and to what extent, each content standard will be taught.

Usually the year is divided into a number of units, each of which is based on a content theme, such as animals, people, natural disasters, and so on. Each unit may last for one calendar month or for a specified length of time, for example, six weeks.

Whichever approach is taken, it is important to consider the number of actual teaching days available, taking into account examinations, holidays, planned trips and other special events.

**Assessment**

A judgment on the knowledge, skills and attitudes acquired by students.

The purpose of assessment is to discover the students’ level of achievement in each of the content standards. During the year, all content standards should be assessed. Teachers need to use a variety of assessment tools including, but not limited to:

- written and spoken responses to reading passages, visual and other stimuli
- extended pieces of creative and informative writing
- formal evaluation of prepared speeches, recitations and read alouds
- observation
- journals
- research projects conducted individually and in groups
- miscue analyses based on the teacher listening to the student reading a text
- student self evaluation or evaluation by their peers
- tests and quizzes
- examinations.

It is very important that assessment is in line with lesson and unit objectives.
The term *informal assessment* is used to describe activities that occur within routine class teaching, that is, without causing a break in instruction, which are used to evaluate students’ progress. Much informal assessment, for example of group-work, students’ reading and role plays relies upon observation. This can be unstructured and unscored, or it can be based on a check-list that leads to a grade.

*Traditional assessment* techniques include tests, exams, essay type assignments and textbook exercises. These are often standardized, so that all students are given the same questions and direct comparisons between students are possible.

*Alternative assessment* refers to non-traditional techniques, including drama, journals and projects which are designed to evaluate each student in a particular way, making direct comparison between students very difficult. Alternative assessment might reward effort, motivation, teamwork, leadership and other similar attributes.

**Assessment Rubric**

A tool used to assess students work based on clearly defined criteria

The best way of grading work meaningfully and fairly is to use assessment rubrics that outline the criteria that will be used to judge a piece of work or an oral performance.

Many rubrics for written work have criteria for judging (a) content, including its relevance and the level of detail provided (b) structure, including paragraphing and the logical sequencing of ideas (c) style, including word choice and sentence structure, and (d) spelling, punctuation and grammar.

Rubrics for oral presentations might also include criteria for (a) use of voice, including clarity, intonation and stress, volume, and variation, (b) confidence and (c) relationship with audience.

Checklists, with tick-boxes for various outcomes, are a useful tool for assessments based on observation.

**Big book**

A large book with large pictures and lettering that can be used by teachers when reading to a large group of students.

**Bilingual Education**

A person who has some use of more than one language, even if one is dominant, can be regarded as *bilingual*. It is often beneficial to use more than one language to teach a bilingual student, especially in the early years of school.

A common form of bilingual education is *transitional bilingual education* which occurs when the second (target) language is introduced in a planned, gradual way. For example, if a student enters school knowing little or no English, the teacher may decide to teach mostly in another language (for example Spanish) during the first few weeks and months of Infant 1 while progressively developing the students’ ability in English. Over time, the use of Spanish would decrease and the use of English would increase until, probably by the end of lower division, most instruction would be in English.

**Blending**

Forming a word by combining parts of words, for example, putting together the sounds /c/ /a/ /t/ to form the word cat. Often blending refers to forming a word by combining the sounds represented by letters: - sounding out. Students should be encouraged to blend early in the process of learning phonics.
Brainstorming  A group activity used to quickly generate a large number of ideas. Group members usually call out ideas as they occur to them. The ideas are often then organized into web diagrams.

Chunking  Grouping small units, for example consonant clusters, to form words while reading.

Classroom Library  A space in the classroom where books are displayed and available to students.

In a good classroom library, there is suitable reading material of different types and difficulty different levels: some fiction and some non-fiction. Books which are out-dated or clearly unsuitable for the class should not be in the classroom library. Every student should have easy and frequent access to the library.

A lower division classroom library can include stories, biographies, information books, picture books, newspapers, magazines, brochures, textbooks, student-authored books, poetry, and reference books, including encyclopaedias and dictionaries.

Through the classroom library, students can learn to keep records, to care for books and to classify them. They can also learn how to chose a suitable book by evaluating its title, author, front and back cover and physical appearance. Teachers can appoint a librarian, on a rotating basis, who is responsible for caring for the library.

Cloze Procedure  A “fill in the blanks” activity.

Coherence  The degree to which ideas are presented in a logical order.

Cohesion  The degree to which different words, sentences and paragraphs are linked and follow on from each other.

Comprehension  The construction of meaning from a spoken or written text. Comprehension depends upon the ability to decode words using phonics knowledge, the ability to recognize words by sight, knowledge of vocabulary, reading fluency, knowledge of the topic, grammatical knowledge, knowledge of the context, and other factors.

Comprehension Strategies  Comprehension strategies are tools used by readers to help them understand a text. Their use involves the activation of knowledge of the text’s topic, vocabulary, grammar, syntax, purpose, medium, structure and so on.

Comprehension strategies include predicting, sequencing, summarizing, skimming, scanning, re-reading and asking questions and using textual clues and other information to enhance understanding of what is being read.

Concept map  A web diagram in which cells (circles) containing questions or ideas are linked by arrows, which are usually labeled. The purpose of the diagram is to represent the relationship between concepts.

Consonant  1. Any speech sound characterized by constriction or closure at one or more points in the breath channel.

2. A letter or symbol that represents a consonant.

Consonant Cluster  A group or sequence of consonants that appear together in a word without a vowel between them. For example str and tch in stretch.

Consonant-Vowel-Consonant (CVC) word  A three letter word in which the letters follow the sequence consonant, then vowel, then consonant. For example cat, dog, sat, man, etc.
**Content Standard**  
A statement of what students need to know and be able to do at the end of their primary schooling.

In this curriculum, each content standard refers to one of forty-five skill elements relating to language arts. Each content standard has four components: (1) a number, (2) a short title, (3) a description of the skills covered and (4) learning outcomes that specify exactly which components of the skill need to be achieved at each particular grade level.

When writing their annual plans, teachers should ensure that all content standards are adequately covered at some point during the year. Some content standards, for example **CS20 Apply Phonics Knowledge** require substantial teaching throughout all the lower division grades while others require minimal teaching at this level.

When writing lesson plans or weekly schemes, teachers need to focus on the learning outcomes.

**Context**  
The situation surrounding the text, including the type of text, the means of communication, the purpose of the text, and the relationship between people interacting with it.

**Context Clue**  
Information from the context (see above) that a reader can use to enhance comprehension.

**Creole**  
see Kriol, below

**Critical comprehension**  
Understanding the information in a passage and relating it to one’s own experiences and values.

**Critical Thinking**  
(1) The ability to solve real world problems  
(2) The ability to evaluate one’s own thinking

**Critical Literacy**  
1. The ability to use language for thinking and problem solving  
2. The ability to connect a text to one’s own reality

**Cursive**  
Any system of writing in which the letters of a word are joined together.

**Decoding Skills**  
The abilities needed to read and form words from written alphabet symbols, mainly phonics and sight word recognition.

Students may be able to decode words, that is read them aloud correctly, without comprehending their meaning or the meaning of the text. For this reason, decoding skills must be taught alongside other comprehension strategies.

**Defining Vocabulary**  
A limited range of words used for the word definitions in learner’s dictionaries

**Developmental Approach to Literacy**  
An approach to teaching reading and writing based on the identification of four distinct phases of development.

- **Phase 1**: Children read by looking for clues such as the colour or shape of the word. They may recognize common symbols, such as a STOP road sign. In this phase, children will scribble and may write some letter-like shapes.

- **Phase 2**: Children read by focusing on individual letters, usually the first and last letters, especially if they are consonants, of a word. They begin writing words in a similar way, that is by writing one or two letters.

- **Phase 3**: As phonics knowledge increases, children increasingly read and
write words according to letter sounds, that is phonetically. In phases 2 and 3 inventive spelling is normal.

Phase 4: As children’s knowledge of the alphabet code and of sight words becomes more sophisticated and extensive, their reading and writing approaches conventional norms. In this phase, most words are read automatically and most words are spelt correctly.

A developmental approach is consistent with this curriculum. Depending on their previous experiences, most students will enter school at phase 1 or phase 2. During Infant 1, most students will reach phase 3 and will continue at this stage through Infant 2. Some students will reach phase 4 in Standard 1, and development of this phase continues thereafter.

For students to move through the phases, they need lots of opportunities to read appropriate texts and lots of opportunities to engage in free, creative, writing. This implies that inventive spelling will feature strongly in Infant 1 and Infant 2 classes.

Handwriting also develops over time. Having students practice tracing letters for long periods of time is inconsistent with this approach. Instead, the letters of a student at phase 1 and the beginning of phase 2 may be barely recognizable. However, as the student progresses through phases 2 and 3, letter formation should become increasingly controlled and accurate.

Dialect

A variety of a language spoken by a particular cultural group or in a particular region. The vocabulary and grammar of a dialect, especially when written, is usually similar to the standard form of the language. However, speech patterns, especially pronunciation and prosody may be very different. Creoles, such as Belize Kriol, are usually sufficiently distinct from standard forms to be considered separate languages.

Differentiation

Planning different instruction and/or setting different work for different students or groups of students according to their ability or other characteristics.

Digraph

Two letters that, written together, represent one sound. For example ch (in chop), th (in thumb), sh (in sheep), ee (in feed), ay in bay, and ai (in bait).

Drop Everything and Read

See sustained silent reading.

Echo reading

An activity where a skilled reader reads a text, a sentence at a time, as the learner tracks. The learner then echoes or imitates the skilled reader.

Enrichment Strategies

Activities and other techniques designed to improve the students’ understanding beyond the base level of the lesson.

Etymology

The study of the origins of words

Evaluation

See assessment

Examinations

End of unit or end of term tests designed to evaluate whether the learning outcomes covered have been achieved. Examinations are usually standardized so that all students are tested in the same way. This enables direct comparison between students.

Great care must be taken when designing exams to ensure that they are a fair way of testing the work covered for the term. As far as possible, exams should also reflect the teaching strategies and learning activities used.
Examinations must also test the achievement of curriculum learning outcomes.

**Expository Writing**

Text that explains an event, concept, or idea using facts and examples.

**Eye-voice span**

The average number of words that the eye is ahead of the voice in reading.

Readers with poor eye-voice span are unlikely to read fluently or with appropriate intonation and stress.

**Fast Phonics**

A systematic, synthetic phonics programme developed by the Ministry of Education in Belize. In Fast Phonics, each phonemic sound is associated with a letter, an action, a story, a picture and a key word. Phonemes are divided into groups and taught in a specified order as follows:

- **Group 1:** s a t i p n
- **Group 2:** c/k e h r m d
- **Group 3:** g o u l f b
- **Group 4:** ai j oa ie ee or
- **Group 5:** z w ng v oo oo
- **Group 6:** y x ch sh th
- **Group 7:** qu ou oi ue er ar

The use of Fast Phonics is consistent with this curriculum.

**First Language**

*See also Kriol*

The language a person learns first, at home, from their parents and caregivers. In Belize, it is rare for this first language to be standard English. The terms *first language, home language* and *native language* are usually used interchangeably: that is they are taken to mean just about the same thing.

Using a student’s first language for instruction may be appropriate for lower division classes, especially when the student struggles to grasp information and concepts in English.

The National Language Policy also recognizes the important cultural and social role that languages other than English play in Belizean life. Schools can, and should, provide students with opportunities to use these other languages.

**Fluency**

The ability to read text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding.

Developing fluency is important because a student reading fluently is more likely to remember what is read and more likely to make connections with other knowledge and experience.

Fluency is different from accuracy. A student who reads words slowly with few mistakes is likely to be relying on phonics skills rather than recognizing words by sight. Reading fluency usually improves as sight word knowledge increases.

**Form (Language Form)**

*See also function*

The symbols of language and the way they are combined.

Studying word order, spelling, punctuation and traditional grammar involves the study of form. The accurate use of language form is seen as important because errors in word order, spelling, punctuation and so on can lead to, often unintended, changes in meaning.

**Free Writing**

*See also Developmental Approaches to Literacy*

Writing in which the students are authors: that is, the students write using their own original words.

All students, from Infant 1 up, need lots of opportunities to engage in free writing. As literacy skills develop, the length and complexity of a student’s writing should increase.

**Function (Language)**

The purpose of a word in a sentence or of a complete text. A functional
Function) approach to language arts stresses the importance of how language is used to achieve a communicative purpose. The effectiveness of a piece of language use for getting something done is seen as more important than its accuracy in terms of spelling, grammar, and so on.

Functional Task A learning activity based around the purposeful use of language. In lower division teaching, games can be used to create functional tasks within the classroom because students can learn language as they play the game. Situational role-plays, for example, the classroom shop, can also be used to create functional tasks.

Genre A kind or type of text.

The term was traditionally applied to literature but is now applied to all spoken and written types of text. Within literature, there are three broad genres: poetry, prose and drama. However, these broad types can be subdivided into many classes of text, all of which can be called a genre, for example, comedy, tragedy, romance, science and history.

Grammar The rules of a language, particularly those governing the way words relate to each other in sentences to make meaning.

Grammar-at-the-point-of-writing A powerful instructional technique in which teachers intervene to discuss and correct grammar as the students write. This technique is opportunistic, in that teachers respond to whichever errors students make, and not just those that are the main focus of the lesson.

Grapheme The written representation of a phoneme (sound). In English, graphemes are often single letters, for example the letter ‘d’ represents the sound /d/ as in *duck*. However, some sounds are represented by more than one letter, for example when ‘oa’ represents the long /o/ sound, as in *boat*, or when ‘sh’ represents the first sound in *shop*.

Homograph One of two or more words that have the same spelling but which differ in meaning and possibly pronunciation. For example *lead* (to conduct) and *lead* (metal)

Homonym One of two or more words that have the same sound and the same spelling but differ in meaning, such as *bank* (embankment), *bank* (place where money is kept) and *bank* (lean to one side)

Homophone One of two or more words, such as *night* and *knight*, that are pronounced the same but differ in meaning, origin, and spelling.
**Inference**
A conclusion based on reasoning

**Inferential comprehension**
Sometimes called interpretative comprehension. The ability to understand what is implied by a text rather than what is directly stated.

**Informal Assessment**
See Assessment

**Integrated Language Arts Teaching**
See also integration (curriculum), writing process

Teaching in which listening, speaking, reading, writing and viewing skills are developed at the same time as the students study content-based written and spoken texts, usually on a clearly identified theme. In an integrated approach, there is no artificial separation of spelling from writing, literature or grammar. For example, spelling is one aspect of writing that needs to be learnt alongside all the others. This approach differs from one in which various skills are taught separately and explicitly.

Independent original writing and the use of the writing process is an important part of integrated language arts teaching. Students write about a topic after they have talked and read about it. They then discuss their writing with the teacher and their peers and revise it.

In an integrated approach to language arts, all forms of creative expression, including drawing, computing, dance and drama, are important.

Central to planning integrated lessons are (1) the theme of the lesson (2) the relationship of that theme to the students’ wider experiences and interests (3) the skills to be covered and (4) the links between the theme, the skills and the purpose of reading and writing activities.

This curriculum is designed for an integrated approach to language arts.

**Integration (Curriculum)**
See also integrated language arts teaching

A philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Rather than studying math or social studies in isolation, for example, a class might study a unit called The Sea, using math to calculate the depth and volume of the water, science knowledge to distinguish living and non-living things, social studies knowledge to understand why tourism is common in coastal communities and language arts skills to read and write about the topic.

**Intonation**
The pattern of pitch (highness and lowness of sound) in a spoken sentence.

**Inventive Spelling**
see also developmental approach to literacy

The non-conventional spelling of a word by a student in the early phases of literacy development. Phases in the use of inventive spelling are: (1) the use of scribbles and random letters to represent words; (2) the use of prominent letters, for example initial and final consonants, to represent words (HS=house); (3) strictly phonetic spelling of words (conshuss = conscious); and (4) the increasing use of conventional spelling, even for irregularly spelt words.

Allowing students to use inventive spelling is believed to encourage their creativity and deepen their understanding of the alphabet code. It also allows students to begin writing original sentences much earlier than if conventional spelling is emphasized. For example, in the first term of Infant 1, students can be asked to add a caption to a picture using inventive spelling (as above). By the end of Infant 1, many students should be able to write a short sentence using phonetic spelling.

Although inventive spelling should be allowed, this must be alongside a strong phonics programme and the teaching of common irregularly spelt “tricky words”. As students progress from Infant 1 to Infant 2 and Standard 1, conventional spelling should be increasingly encouraged.

This curriculum allows inventive spelling.
**Kriol**

Kriol is the term used for the Creole language of Belize. Kriol and English are two distinct languages. Although Kriol shares many vocabulary items with English, the grammatical structures of the two languages are very different. It is, therefore, not correct to refer to Kriol as broken English.

In Belize, many people use Kriol for the majority of their spoken interactions but prefer to use English when writing. This division between the spoken code and the written code is not unique to Belize but is a global phenomenon.

It is very important that students understand the difference between English and Kriol. They should be explicitly taught these differences through a process of contrasting items in the two languages.

In lower division, the same principles that apply to other first languages can also be applied to Kriol. However, in classrooms where Kriol is the dominant language, teachers should model English to the maximum extent, using Kriol only for special purposes. Teachers may decide to allow their students to use Kriol, especially in class discussions where expression and sharing opinions are important.

**K-W-L Chart**

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

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

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

**Language Arts**

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

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

Language Arts teaching is usually based around content themes.

**Language Experience Approach**

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

**Learning Outcome**

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

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

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

**Lesson Objective**

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

Writing a good lesson objective involves asking six questions: (1) What are
the overall goals of the current unit? (2) What knowledge and experience will the students bring to the lesson? (3) What will the students do during the lesson? (4) How, for example under what conditions, will they perform the activities? (5) To what degree/extent will the activity be accomplished? (6) How will the learning/activity be evaluated?

Lesson objectives need to be specific and measurable. For example: “By the end of the lesson students will have written five sentences using a series of adjectives to describe a noun,” is a much better statement than, “By the end of the lesson students will have written five sentences.” The first statement fully describes the intended activity whereas the second does not.

There are various, equally valid ways of writing lesson objectives. However, the following styles are commonly used:

A: After performing activity "X" students will do "Y" to extent "Z"
B: By the end of the lesson, students will have achieved "X", "Y" and" Z".
C: By the end of the lesson students will be able to . . . .

Lesson plans should contain one or more lesson objectives. These objectives should logically link to the students’ previous knowledge and experiences, lesson procedures and assessment strategies.

In an integrated approach to language arts it is not necessary to write separate objectives for listening, viewing, reading, writing and speaking. Often, objectives are clearer when these aspects are combined. For example, “After reading and discussing the Three Little Pigs, students will place five events in the correct order.”

Lesson plans are guidelines for a lesson, written by the teacher, to structure learning for themselves and the students.

Lesson plans share common elements, including: class, for example Infant IIK; time and date; number of students; length of the lesson; unit theme; lesson topic and sub-topic(s); students’ previous knowledge and experience; lesson objectives; materials to be used; texts to be used; references to materials consulted; lesson content; lesson procedures, outlining the planned activities in sequence, usually with timing, and possibly including a hook and culminating activities; assessment strategies; enrichment and remediation activities; and evaluation of the lesson.

In language arts, the theme of the lesson focuses on content, whereas most of the other sections usually focus on skills. Lesson topics can be based broadly on the content standards of this curriculum and objectives can be based broadly on the learning outcomes.

A good lesson plan aligns: that is, there are clear, logical links, between the various sections. For example, there should be a clear link between the objectives and the students’ previous knowledge and experience; the procedures should be a logical way of achieving the content; and the assessment strategies should allow the teacher to evaluate if the objectives have been achieved.

Literature-Based Approach

See text-based approach.

Literacy

Traditionally defined as the ability to read and write.

However, the ability to comprehend texts at a literal level is insufficient for effective functioning and communication and more recently multiple
literacies have been identified. These include functional literacy, computer literacy, visual literacy, media literacy, critical literacy, inferential literacy and creative literacy.

In order to prepare the student for modern life and in order to meet the requirements of this curriculum, all the above literacies need to be addressed.

**Literacy Centre**

A section of the classroom that has been set apart from the main classroom where students go individually or in small groups to carry out literacy activities. Literacy centres encourage independent learning and, when their use is integrated into regular lessons, they allow the teacher to work intensively with some students while others are engaged in centre activities. A good literacy centre encourages the meaningful and functional use of language.

Ideas for a lower division literacy centre include: reading books, games, personal journals, word searches, matching exercises, word and letter cards, unscramble the letters games, puppets, audio cassettes/cds of story books, puppets and toys, etc.

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

**Literacy Centre Folders**

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

**Literacy Rich Environment**

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

**Literal comprehension**

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

**Main Idea**

The chief topic of a text.

**Miscue Analysis**

An assessment technique in which the teacher listens to a student read aloud in order to record and analyse errors. For example, a teacher might observe that the student tends to guess words from the first letter or tends to misapply phonics rules. Once the errors have been diagnosed, corrective action could be undertaken.

**Morning Circle**

The daily gathering of the class as a group to discuss topics and share ideas, news and other items. Many teachers hold a morning circle at the same time every day.

**Morpheme**

The smallest, unit bearing unit of language. Root words, suffixes and prefixes are all morphemes.

**Morphology**

The system of the smallest units of meaning in a language, words and parts of words. For example, the word “uninterested” has three morphemes: un, changing the meaning from positive to negative, the root word, interest and –ed indicating the word is an adjective.
Motivation

A student’s desire to engage in the lesson/learning process.

Some students are motivated by a desire to learn (intrinsic motivation), others respond to the prospect of rewards (extrinsic motivation).

Motivation is an important factor in learning to read and one of the most important roles of the language arts teacher is to make reading enjoyable for students. Some ways of increasing motivation are: provide reading material that is interesting to the students; have a regular programme of uninterrupted sustained silent reading; set up an attractive classroom library and/or reading corner; and enthusiastically model reading.

Native Language

See First Language

Objective

See Lesson Objective

Onset

The initial consonant sound or sounds of a syllable.

Opportune Moments

Much effective teaching can occur when a teacher responds to an event, statement, or error which provides an opportunity for teaching something not on the original lesson plan. Usually, these opportune moments lead to brief deviations in instruction before the teacher returns to the original plan.

Orthography

See also alphabet code

The writing system, including phonics and spelling, of a language. The orthography of English has been established over many generations by traditional usage. The orthography of some other languages, for example, Kriol has been developed more recently.

Phoneme

The smallest unit of sound in language. There are approximately 44 phonemes in standard English: 25 vowel sounds and 19 consonant sounds.

Phonemic Awareness

See also phonological awareness

The ability to distinguish between separate phonemes in speech. For example the ability to hear the sounds /c/ /a/ /t/ as separate sounds in the word cat. Good phonemic awareness aids the learning of phonics and other word decoding skills.

Phonetic Spelling/Writing

Where words are written according to the usual sound-letter correspondences of the language.

Phonics

See also alphabet code, fast phonics, phoneme, grapheme

A method of teaching reading and writing based on linking the phonemes (sounds) of a language to written symbols (usually letters). Students are taught to blend letters/sounds together to read words and to segment spoken words into individual sounds in order to write them.

Good phonics knowledge is essential if students are to learn to read and the use of a strong phonics programme is highly recommended. This curriculum assumes that phonics knowledge will be taught explicitly. The recommendation is that phonics teaching should occur for part of every language arts lesson throughout Infant 1 and regularly thereafter.

Systematic, synthetic phonics programmes have recently been recommended by a number of major studies in a variety of countries. These programmes involve the explicit teaching of letter-sound relationships, one at a time, in a specified, planned order. Fast Phonics, Jolly Phonics, and All Star Phonics are examples of systematic synthetic phonics programmes.

Note: In English, phonics is made difficult because: (1) there are approximately 44 phonemes but only 26 letters; (2) there are approximately 19 vowel phonemes but only 5 vowel letters; (3) letters are used in a variety
of ways (see alphabet code) (4) many words are not spelt according to the rules of phonics (see tricky words). Because of these “difficulties” it is essential that students are taught the whole of the alphabet code; thus phonics teaching should continue until all the common variations in spelling patterns, for example, different ways of writing the long vowel sounds, have been learnt. In this curriculum, the teaching of these variations begins in Infant II.

Phonology
The sound system of a language, ranging from the “basic sound” or phoneme level, to syllables and whole words. Pitch, stress and intonation patterns are also part of a language’s phonology.

Phonological Awareness
The ability to distinguish sounds in speech, including distinguishing between words, syllables, rhymes, onsets and rimes and phonemes.

Pragmatics
The use of language in different situations to achieve a speaker or writer’s purpose. For example, the use of polite forms in formal situations.

Print Rich Environment
See Literacy Rich Environment

Prosody
The patterns of stress and intonation in spoken language

See also phonology

Readability
How easy or difficult a text is to read.

Generally, a text is at the reading level of a student if he/she can read at least ninety percent of the words in it. However, the readability, or reading level of a text is also influenced by its total length, the average length of sentences, the structure of the sentences, the number of syllables in the words, the number of vocabulary words that are known/not known by the reader, the number of irregular spelling patterns, the familiarity of the reader with the topic, the lay-out of the text, including font, the use of pictures, the use of headings, the number of words per page and the structure of the text, including the logical sequencing of ideas and paragraphing.

In addition, the environment in which a text is read and the motivation of the reader affect its readability.

Most texts for lower division will have few words per page, lots of pictures, and a predominance of phonetically spelt words and simple sentence structures.

“Read Aloud”
A teaching technique in which a text is read aloud to a group or whole class of students by the teacher.

Register
A variety of language typically used in a specific type of communicative setting. For example, the same person uses language in different ways depending on whether they are at home talking to their children, at school, at work, in church and so on. Additionally, many people in Belize switch between standard English, Kriol and/or another language according to the situation and according to who they are speaking to.

It is important that students understand the differences between various registers and the appropriate circumstances for their use.

It is recommended that, except when using other languages for clear educational purposes, teachers should speak in standard English in the classroom (see Language Policy Statement, above).

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

Schools need to report back to parents and guardians on their child’s progress in the skill areas outlined by the curriculum. It would be impractical and inappropriate to give a separate grade for each of the content standards so a way of summarizing this information needs to be found. However, report cards should reflect the progress the student has made in meeting the content standards, so an exclusive focus on spelling, punctuation and grammar would not be appropriate.

Rime

The part of a syllable following the initial consonant cluster or the whole of a syllable that begins with a vowel sound. For example, in shop the onset is sh and the rime is op. In egg, the rime is egg.

see also onset

Rhyme

A word that has the same ending sound as another. For example, cold and bold, heat and sweet.

Scope and Sequence Chart

In this curriculum, a table listing the content standards, when (sequence) and to what extent (scope) they should be taught.

Creating a scope and sequence chart is an essential step in annual planning.

Segmenting

Dividing a word into parts, for example into syllables or phonemes.

The development of an ability segment words into syllables, onsets and rimes and phonemes is an important step in the process of learning to read and write. Students who can identify the different sounds that make up a word are more likely to understand and successfully apply phonics knowledge.

Semantics

The meaning, and the study of the meaning, of language.

Sight Word

Any word which is read automatically, that is, without sounding out or guessing. This includes both phonetically and unconventionally spelt words. A word becomes a sight word when it has been read often enough for it to become fixed in a reader’s memory.

See also tricky word

Skill

Ability to do something

In this curriculum, the content standards and learning outcomes describe language skills and the overall goal is that students become proficient in their use.

Skill Area

In this curriculum there are five skill areas: listening, viewing, speaking, reading and writing.

Skill Element

In this curriculum, elements of the skills of listening, viewing, speaking, reading and writing are further subdivided into various elements, expressed as content standards and learning outcomes.

Spoken Text

A coherent stretch of speech on any topic. For example, announcements, radio advertisements, conversations, directions, discussions, instructions, jokes, slogans, speeches and stories.

Standard English

English that is written and spoken according to conventional rules and norms.

In written English, these conventional rules and norms are widely agreed upon. They have become established and, with minor variations, are used by all writers of English everywhere. They are found in dictionaries, grammar
books and style guides. Thus, when it comes to writing, it is appropriate to refer to correct spelling, grammar and punctuation.

However, all over the world, when speaking English, people pronounce words and use spoken grammatical structures in different ways. This means that there may be many different appropriate ways of pronouncing a word or conveying a message. None of these spoken language variations is inherently superior to any other and no one way of pronouncing a word can be deemed as being correct. In contrast, there can be incorrect ways of pronouncing a word, for example, when a child pronounces the word *think* as *fink*.

Similarly, although there are local and regional conventions for speaking English, this does not mean that "anything goes". Teachers need to help students distinguish between formal and informal structures, between appropriate and inappropriate structures and between standard English structures and those of Kriol.

The target language of this curriculum is standard English. This implies that teachers should model standard English in their speech and writing as far as possible: that is except when its use would hinder learning. In classrooms where most of the students are Kriol speakers, it is important that teachers do not erratically switch between standard English and Kriol.

Although, as is stated throughout this curriculum document, the use by the students of languages other than standard English may be both appropriate and beneficial, teachers should help students make the transition to using standard English.

*See Language Policy page 3*

### Student-Centred Teaching/Learning

Activity-based teaching that is focused on the needs, interests, previous experiences and abilities of the students.

In student centred teaching, with guidance from the teacher, students perform activities that enable them to construct new knowledge or develop new skills and attitudes. Students are often given choices and have to contribute their own ideas to the learning process.

Student-centred teaching is often based around content themes that are relevant to the students’ lives.

### Sustained silent reading

Reading in an uninterrupted manner for a significant period of time.

In sustained silent reading programmes, also called *Drop Everything and Read*, students are given time to read a book silently for ten to fifteen minutes every day.

Successful sustained silent reading programmes have the following characteristics:

1. Students read for a short period, at the same time, every day.
2. Students select their own books according to interest and ability.
3. Students have access to a range of book genres, both fiction and non-fiction, on a variety of topics written at different levels of difficulty.
4. The programme continues for the whole school year.
5. Students are not forced to write book reports and answer questions on everything they read.
6. In response to encouragement from the teacher, students motivate themselves rather than respond to compulsion, the threat of consequences, the promise of material rewards or other extrinsic motivators.
7. The teacher models silent reading for the students, in other words, as the students read, the teacher also reads.
Syntax  The rules governing the organization of phrases, clauses and sentences.

Systematic Synthetic Phonics  see phonics

Syllable  A word or part of a word that contains a single, uninterrupted, vowel sound and associated consonants.

  The word fingers has two consonants (fing+ers); church is made up of a single syllable; uninteresting has five syllables (un+in+ter+est+ing) and video has three (vid+e+o)

Syllabication/ syllabification  The division of spoken or written words into syllables.

  The ability to identify the syllables of spoken words is one of the phonological awareness skills that help a student learn to read.

Target Language  The language that instruction is designed to develop. In Belize, for most purposes, the target language is standard English.

Text  A text is a unified piece of written or spoken words numbers used to express meaning. A text can be of any length and any genre. Thus, books, letters, emails, poems, newspaper articles, invoices, advertisements, spoken and telephone conversations, and so on, are all texts.

  The study of texts involves study of the meaning that is being communicated, the medium of communication, and its context, especially the relationship between the people involved.

Text-Based Approach  A method of teaching language and literacy skills in which spoken and written texts are used as the main vehicle for teaching a wide range of language and literacy skills.

  Usually, activities relating to a text are divided into three categories: pre-reading activities, during reading activities, and post reading activities. Pre-reading activities activate students prior knowledge of the topic and provide them with information and strategies to understand the text more effectively. During reading activities enhance comprehension and focus the students’ attention on key parts of the text. Post-reading activities direct students to think, talk and write about texts to demonstrate various levels of comprehension, creativity and critical thinking skills. They usually lead to extended, original written work, a presentation or a dramatic performance.

  Relevant content, especially when based on a teaching theme, can make texts more interesting and meaningful to students because they can relate their work to their own experiences. Students may also more easily understand how the skills of listening, viewing, reading, speaking and writing will help them in their own lives.

  A text can be used as a vehicle for teaching many language skills including reading and listening comprehension at a variety of levels, alphabet code knowledge, extended and creative writing, vocabulary and grammar rules. For example, texts can be effectively used to teach grammar, spelling and punctuation; when students identify a grammatical feature in a meaningful text they are much more likely to appreciate how and why it is used than if they encounter it in an isolated sentence. Furthermore, because well-constructed texts can provide students with a model of grammar-in-use they are more likely to use the same grammatical features in their own writing.

  The same text can be used for several consecutive lessons. Repeated
Reading of a text is likely to deepen students’ comprehension and enhance their appreciation of its language use.

Teaching through texts makes planning thematic, integrated language arts lessons relatively easy because the same text, which may be based on a curriculum theme, can be used as a vehicle for teaching a wide range of language skills. Teachers can use a text from another subject area, such as social studies or science, during a language arts lesson. For example, a text about fruits can be used to illustrate how writers can use adjectives to make a passage more interesting.

Both the BJAT and PSE tests require students to demonstrate their comprehension of and ability to respond to texts. These responses can be evaluated for critical, inferential, critical and creative comprehension as well as for the ability to use language accurately.

**Text Comprehension Instruction**

Explicitly teaching students strategies to improve their understanding of texts. Strategies include predicting, asking questions, using context clues, sounding out words and word attack skills.

Students can be taught to monitor their comprehension by asking: (1) What do I understand? (2) What do I not understand? and, (3) What can I do to understand this better?

Students can be taught to use web-diagrams to analyse their comprehension of a text.

Text comprehension instruction should begin in lower division.

**Themes/Thematic Approach**

A content topic linking a unit or series of lessons.

This curriculum does not specify themes. Instead, teachers are encouraged to develop their own themes based on topics that will be of interest to their students. Language Arts themes can also be drawn from other subject areas. A teacher can choose as a theme any topic they like. Teachers may also ask students to suggest themes.

(See also page 140)

In the thematic approach, content themes are used to link the development of language skills to topics of interest to the students. Activities designed to help students achieve various reading, writing, listening, viewing and speaking learning outcomes are connected to the theme and the same theme is then used for a unit or for a series of lessons.

The use of a thematic approach is strongly recommended.

**Timetable Allocation**

The amount of time devoted to a subject in a particular week.

This curriculum does not mandate a minimum or maximum time for any subject. However, it is mandatory that timetables refer to Language Arts as an integrated subject. In other words, it is not appropriate for schools to timetable phonics, grammar, spelling, comprehension, creative writing and so on as separate subject areas.

**Transitional Bilingual Education**

See Bilingual Education

**“Tricky” Word**

A word that is not phonetically spelt, that is, which does not follow the usual rules of the relationship between sounds and letters. For example, *eight*, *doubt*, and *yacht*.

Many of the most commonly used words in English are “tricky” words. For fluent reading, these words have to be learnt as sight words.
Uninterrupted Sustained Silent Reading

See Sustained Silent Reading

The academic year should be divided into a number of units, each lasting a specified amount of time, for example, a calendar month or a number of weeks. It is usual for each unit to have a content theme, such as transport, family life, or insects. These themes can, but do not have to be, drawn from other subject areas.

The purpose of the unit plan is to structure several weeks of teaching in a coherent and logical way. A good unit plan: incorporates all the skill areas of listening, viewing, speaking, reading and writing; gives students a range of learning experiences in whole class, small group, and individual situations; and contains a range of assessment strategies.

A unit plan can contain the following elements: Class (e.g. Standard 1P); number of students; duration of unit (weeks); number of expected lessons, taking into account holidays, trips and other events; the content theme; the curriculum content standards to be covered, (divided into listening, viewing, speaking, reading and writing); broad goals or objectives, based on curriculum learning outcomes; teaching strategies; student learning activities; teaching materials, texts, including stories and other books that the students will be exposed to; assessment strategies; and references listing the materials consulted during the creation of the unit.

While there is no correct length or level of detail for a unit plan, it is not necessary to replicate the level of detail normally found in a lesson plan. A good unit plan can be written in three or four typed pages.

Usage

The way language is commonly used in practice. Especially in speech, common usage may often vary from the technically correct forms found in grammar books.

Visual Literacy

The ability to understand and interpret pictures, maps, diagrams, charts, photographs, logos, icons, works of art and other images.

Web-diagram

see also concept map

A chart with an idea in the centre, usually contained in a circle, from which arrows radiate to related ideas. Also called spider diagram.

Weekly Scheme

A plan outlining teaching for a week. Weekly schemes should have various components, for example, topic, sub-topic, previous knowledge and experience of the students, content (with examples), teaching strategies, learning activities, assessment and evaluation.

A weekly scheme should clearly show which activities are planned for which day. This is most easily done by having the days of the week as subheadings in each of the sections.

Whole Language Approach

A method of teaching students to read by emphasizing the meaning of writing rather than its form or mechanics. Students frequently read and respond to stories and other "real-life" texts. The explicit teaching of phonics and grammar in isolation from texts is relatively rare in this approach.

Although teachers may use the whole language approach, the underlying philosophy of this curriculum is that explicit skills-based instruction plays an important role in language and literacy development.

Word Attack Skills

See also context clues, decoding skills

Word attack skills are a range of abilities that allow a reader to interpret the meaning of a written word. Word attack skills include phonics; interpretation of capital letters, punctuation and the use of paragraphs; the use of grammatical, morphological and etymological clues; comparison with similar, known words; and the use of other textual clues.
Word wall
A collection of target words, written in big writing, organized on a classroom wall, used to teach “tricky” words and vocabulary.

To be effective, a word wall must feature regularly in teaching. It can be used to teach phonics and other spelling principles and can provide students with a reference for their own reading and writing.

Words should be added gradually and practiced regularly. Word wall activities can include discussion and games.

Writing Process
A series of steps designed to improve the creation of original writing. The steps can include: (1) identifying the topic, audience and purpose of the writing; (2) gathering information; (3) categorizing, organizing and reviewing information and ideas; (4) creating an outline or plan (5) writing a first draft (6) editing, revising, writing a final draft and presenting.

Although students are not expected to use all the steps of the writing process for every piece of work, they should become progressively skilled at applying the various steps and the process as a whole.
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