

National

Curriculum Standards and Benchmarks



English Language Arts

Student Learning Outcomes

Grades ECE to 8

Department of Education
Federated States of Micronesia
2010





National Department of Education, Palikir, Pohnpei,
Federated States of Micronesia: 2010

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Acknowledgements

These English Language Arts FSM National Curriculum Standards and Benchmarks: Student Learning Outcomes were developed by the following team.

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The National Curriculum

The National Curriculum lies at the heart of the national Department of Education's policies to raise student performance standards. It sets out a clear, full and statutory entitlement to learning for all students in FSM public schools. It determines the content of what will be taught, and sets attainment targets for learning. It also determines how student performance will be assessed and reported. The National Curriculum gives teachers, students, parents, employers and the wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It provides a framework within which all partners in education can support young people on the road to further learning.

This document contains detailed English Language Arts Student Learning Outcomes (SLOs) for the FSM National Curriculum Standards and Benchmarks, arranged by Grade level. These Student Learning Outcomes have been developed by a team of curriculum developers and teachers representing the National and State Departments of Education. In some cases, minor editorial changes were made to National Curriculum Benchmarks in order to ensure consistency and continuity within this document. The SLOs have been approved by State Directors of Education and State Boards of Education.

The SLOs have been endorsed by the Secretary of Education and are therefore mandatory for all schools within the FSM.

These Student Learning Outcomes are now part of the National Curriculum Minimum Standards proscribed under Section 110 of FSM Code Title 40. State Departments and State Boards of Education must ensure that these minimum standards are implemented through their State Curriculum Frameworks.

All children of compulsory school age throughout the FSM, including children with special needs, have an entitlement to learning that allows them to meet or exceed the minimum standards contained within this curriculum. Public schools are legally obliged to follow the standards and guidelines laid out in this document.

Student Learning Outcomes

The SLOs describe in detail what each student should know and be able to do in each Benchmark at each grade level. The diagram below shows the relationship between Standards, Benchmarks and SLOs.

| | | | | | | |
|-----------|-----|-----|-----------|-----|-----|--|
| Standard | | | | | | In English Language Arts there are 4 standards. The standards describe, in general terms, what all students should study and the skills they should be able to demonstrate from ECE to Grade 12. |
| Benchmark | | | Benchmark | | | Benchmarks describe, in some detail, the skills students should be able to demonstrate at certain key stages, such as at the end of Grade 3 or Grade 8. |
| SLO | SLO | SLO | SLO | SLO | SLO | Student Learning Outcomes describe, in greater detail, the skills students should be able to demonstrate at each grade level for each Benchmark, from ECE to Grade 12. |

The SLOs contain information that can be used by teachers to plan their program of work. They identify specific learning experiences that all students should enjoy as well as specific teaching strategies and methods, such as Shared and Guided reading.

SLOs also describe the scope and sequence of specific skills that students should master at each grade level in order to achieve a certain benchmark. The SLOs can be used to assess student progress at each grade level. Evidence of progress should be collected in the form of teacher observations and samples of student work. Further guidance on student assessment is contained in the section on student assessment below.

English Language Arts Standards

1. Listening and Speaking

Students will become competent speakers, listeners, and viewers, constructing literal and interpretive meaning from what they hear and view, and communicating effectively for a variety of purposes and to a variety of audiences.

2. Reading

Students will demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic, and career-related purposes.

3. Writing

Students will demonstrate competence in writing, applying general skills and strategies and using the writing process to communicate effectively for a variety of purposes and to a variety of audiences.

4. Literature

Students will study literature (oral and written) from their own culture as well as selected literary works from other cultures. They will develop the ability to understand other cultures and gain insights into their own, relate to others and recognize universal and unique qualities in others.

English in FSM schools

The FSM has developed and adopted a bilingual curriculum, where vernacular or first languages are taught alongside English as an additional or second language. Vernacular languages are the medium for teaching and learning in the early stages of schooling.

The National Curriculum mandates that the study of vernacular language should continue from ECE to Grade 12. Vernacular Language Arts is a separate subject, with its own Standards, Benchmarks and Student Learning Outcomes.

Children should develop literacy in their first language first. They should be able to read and write fluently in their first language. Later they will be able to transfer their literacy skills from their first language to reading and writing in English.

English is introduced into the curriculum as a second language at ECE level. After three or four years, English becomes the medium of instruction and learning for students in upper Elementary and Secondary Grades. Students are expected to learn in English as well as to continue learning English.

In order to cope with the academic demands of High School and College courses, students must achieve near-fluency in English by Grade 8. Mastery of English is essential for success in other subjects, such as Mathematics and Science. Mastery of English is also essential for the development of individual study and research skills, as most information in libraries and on the internet is available in English.

Bilingual Education

Bilingual education is where school subjects are taught in two languages and students become fluent speakers, readers and writers in both languages. The language used for teaching and learning is usually called the medium of instruction.

The duration of vernacular language medium teaching and learning varies between states. It is important for all states to allow sufficient time for students to master their vernacular language before making a transition to English medium. Most states begin a transition to English medium in Grade 3. If students do not have good basic literacy skills in their vernacular language by Grade 3, they will struggle with academic English and with learning other subjects.

The bilingual model used in FSM is called additive. In the additive approach, a second language is added to the child's vernacular language. The second language does not replace the vernacular language. Research shows that additive approaches are very effective educationally and result in students becoming bilingual as well as biliterate – being able to read and write in two languages. In the additive approach, literacy skills are acquired in the vernacular language first and are used to support second language acquisition. Early teaching is conducted in the vernacular language medium. A period of transition occurs before transfer to the second language medium. Instruction continues in the vernacular language throughout all grades. This is called maintenance of the vernacular language.

In FSM public schools, students are taught and learn in their first, home or vernacular language in the early years of schooling. This practice is supported by research that indicates that children learn literacy and numeracy skills more effectively in their vernacular language. Later, literacy skills can be transferred to the second language and make second language learning more effective.

One way of ensuring students become fluent in their vernacular language and in English is to start their schooling with a split of 90% of teaching in vernacular language and 10% in English, and to move this to 10% vernacular Language and 90% English after four to six years, or between Grade 3 and 5.

In lessons, teachers often mix languages and switch back and forth from one to the other. However, research shows it is best to keep the two languages separate when teaching. This helps students to learn the languages more easily. In the early grades, this can be achieved by using only first language in all lessons except English in the English lesson. After transition to English medium, this means using only English in all lessons except first language in the first language lesson.

Time allocation for English Language Arts

Section 104 of the FSC Code Title 40 sets out the minimum number of days and hours of instruction for students as follows:

The school year in the Federated States of Micronesia shall consist of not less than 180 days of instructional days or an equivalent of no fewer than 650 hours of classroom instruction for first and second graders and no fewer than 765 hours of classroom instruction for third through twelfth graders.

This equates to a daily time allocation of approximately 3 ½ hours for Grade 1 and 2 students and 4 ¼ hours for Grade 3 to 12 students.

Learning a second language requires a significant amount of time. Students must achieve academic fluency by Grade 3 or 4 so that they can deal with English medium instruction in other curriculum subjects. By Grade 9, they should be able to cope with High School level content and by Grade 12 they should be ready to move on to college level.

It is important that sufficient time is allocated for English Language Arts. For ECE up to the point of transition to English medium, most curriculum time should be available for Vernacular Language Arts. English Language Arts should require between 30 - 40 minutes per day. After the transition to English medium, considerably more time is required in order to achieve academic fluency.

From Grade 3 onwards, between 60 and 120 minutes per day should be allocated for English Language Arts. Some of this time allocation may be achieved through integration of other subject matter, such as reading in the Social Studies area or writing in Science.

Stages in learning a second language

Students usually go through distinct stages when learning English as a second language.

Stage I: Pre-production

This is commonly known as the silent period. At this stage students will listen attentively and absorb new vocabulary. They may know and understand up to 500 words but they are not yet ready to speak aloud in English. However, students will be able to respond through drawing pictures or participate in songs and rhymes through movement and action.

Stage II: Early production

During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly. This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words.

Practical activities using real objects, such as cooking, making models, playing games and singing songs are effective at this stage. Reading, discussing and asking simple questions about picture story books helps expand vocabulary

Stage III: Speech emergence

At this stage, students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences, in speech and in writing. They will experiment with English, making statements and asking simple questions that are sometimes not quite grammatically correct. They will understand and answer questions and follow easy stories read in class with the support of pictures.

Stage IV: Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6,000 words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their vernacular language to learn content in English.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve academic language proficiency in a second language. Students at this stage will be near-fluent in their ability to perform in content area learning. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as science and social studies and in writing.

English teaching and learning

ECE to Grade Three

At this stage, English is taught as a second language for about one lesson per day, or 10% of instruction time. Most instruction is in vernacular language.

Most students at the ECE to Grade Three level need to develop a wide English vocabulary and practice speaking and listening in English in social and informal situations. Effective practical and fun activities, such as drama, singing, listening to stories and reciting poems should be used. Key vocabulary can be taught by having the students see, touch, draw, play, and talk about real objects.

Oral directions are often misunderstood by these students. They need to be shown what to do through pictures or mime.

Students in these grades are not ready to read independently in English. English books and readers designed for English speakers are often too difficult because vocabulary is unfamiliar and the content is culturally different. Listening to stories read by the teacher and joining in with Shared reading activities are more appropriate for this stage.

These students will benefit from a thematic, integrated approach, since vocabulary is learned best when it is presented in context.

Grades Four to Six

At this stage, English becomes the language of instruction in all subjects, except for vernacular language classes. English is still taught as a second language, using second language teaching methods. Students must master English for academic purposes.

In English Language Arts classes, cooperative learning activities give an opportunity for students to communicate in English with their peers. Role play and drama are useful in giving students an opportunity to practice English in character, thus avoiding embarrassment.

Students' reading material should be carefully selected. Books designed for English speakers may not be suitable. Books that are especially written for English language learners are more effective. These should contain themes and content that is developmentally appropriate. In other words, the content should be of interest to the age of the reader. Books for English speakers in Grade One or Two should not be used since they are often designed to teach phonics and Grade Four to Six students are likely to find them childish.

These students will benefit from a thematic, integrated approach to the subject areas since vocabulary is learned best when it is presented in context. Key words should be previewed before students read texts.

Grades Seven to Eight

At this stage, students are moving towards fluency in English. Students should be using texts and other materials that are at their grade level, but adapted for English learners. The teacher should include time for reading in every class.

All lessons on all curriculum subjects should be opportunities for active English language learning. Students should use academic oral English in the context of debates, group projects, or cooperative learning.

The teacher must integrate writing, through a workshop approach, so that it is purposeful and meaningful in context. This is because writing aids students' conceptual learning. Relevant grammar points in a specific unit should be emphasized and reinforced through reading, writing, and speaking activities.

Higher-order thinking and critical thinking skills should be reinforced through the use of real-life problem solving situations.

Hands-on activities and visual demonstrations facilitate students' concept learning.

Grades Nine to Twelve

At this stage, students should be working at grade level.

They should study and interpret a range of texts and produce a variety of forms of writing. Activities should help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects. Students should study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

By Grade Eleven or Twelve, students should be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students should also learn to respond critically to print and media works.

Second Language Teaching

Teaching a second language is not the same as teaching a first language. The teacher of English as a second language must use an approach that is different from that of an English or language arts teacher of native English-speaking students who already comprehend and speak English. Teachers should make an extra effort to speak clearly and distinctly. It is helpful to repeat strategic information, especially abstract concepts, in different ways. Error correction of a student's oral language should be done thoughtfully and with sensitivity. The teacher must be careful to build confidence and model correct usage. Naturally, the teacher should not hesitate to assist a student who needs help by providing a missing word or by aiding in pronunciation.

One of the most widely used teaching approaches is the communicative approach. In this approach the objective is to have students use their second language in real-life communication situations. Practical projects or problem solving are often used, resulting in the creation of a real product by students, such as a letter, drama or poster. Practical activities put students in a situation where they must use English language for realistic, meaningful and authentic purposes.

The teacher needs to take into account the different learning styles of individual students. Some students are better at conceptualizing; some are visual learners; some learn better aurally. Real objects, manipulatives or concrete materials help to reinforce concepts. Audio-visual aids can help students understand and retain material as well as provide variety and additional practice. Computers and other information and communication devices can also be used to make teaching and learning English more interesting.

Peer teaching is an excellent approach for the English class. Cooperative group learning techniques are widely used with great success. Small group work permits each student more active learning time. Stronger students in the group may take a leadership role by helping the less able students. Small group learning also relieves the pressure on an individual student who may feel intimidated by responding before the entire class.

Full class instruction is also necessary from time to time. Strategies such as Shared Reading and Shared Writing are very effective.

A variety of different teaching and learning strategies and methods is more effective than a single method.

Second Language Instruction Methodologies

No single teaching methodology is recommended for second language instruction. Instead, a variety of methods are suggested to maintain student motivation and cater to the diverse needs of different students.

Total Physical Response

Total Physical Response (TPR) is a teaching method where commands, instructions or directions are used to facilitate the learning of a language. In TPR the students respond physically to the commands modeled by the teacher. This approach is appropriate for beginning through intermediate students, but it is particularly effective with beginning students who are not ready to verbally respond in a new language.

With TPR the student is able to build up understanding of a vocabulary in the new language through actions, yet is allowed to be silent and not produce language.

The four basic steps of a TPR lesson are:

- 1) Model: Model the series of actions.
- 2) Give commands: Use imperative structures. (Stand up, walk to the door and open the door)
- 3) Write: Write the series of commands on the chalkboard for group reading.
- 4) Assign Pair Work: Small groups of students practice giving, responding to, and demonstrating commands.

Natural Approach

The Natural Approach is a language-teaching methodology based on the natural process of first language acquisition. Students strive for communicative fluency in meaningful context, rather than accuracy in pronunciation and grammar. There are four stages in the natural approach:

- 1) Pre-production: Students rely on contextual clues, key words, and nonverbal responses.
- 2) Early Production: Students develop receptive vocabulary and attempt speech in words and chunks.
- 3) Speech Emergence: Students have more elaborate speaking skills, using complete phrases. Many errors and need for extensive vocabulary development.
- 4) Intermediate Fluency: Students understand most everyday language, can converse easily, still make many mistakes, but they do not prevent understanding.

The following strategies are used to enhance language acquisition:

- Low-anxiety environment;
- Concepts explained through visuals and objects;
- Interesting and relevant content for lessons;
- Little overt correcting of language errors; and
- Positive and accepting classroom climate.

Theme-Based Language Instruction

In theme-based classes, instruction is organized around themes taken from the mainstream curriculum, such as science themes (volcanoes, plants), social studies themes (our community, our country) or literature themes (biographies, fairy tales). With this approach, students can learn subject area content while still learning the language.

The emphasis in theme-based instruction is the content. Vocabulary and concepts are from the content areas. Students learn the language by talking, listening, reading, and writing about these concepts.

This approach is especially useful in elementary schools, or in secondary classes where students are studying different subjects.

Literature-Based Approach

This approach uses authentic literature as the organizing principle of the language lessons. Usually the elements of Whole Language are also used. In other words, the emphasis is on understanding and enjoying books and stories, not producing accurate grammar and pronunciation.

There are several criteria the teacher should keep in mind when selecting stories for second language learners:

- Length of the story;
- Illustrations or familiar themes in the story;
- Repetitiveness or predictability of sentence patterns in the story; and
- Whether or not the stories can be viewed as wordless books.

Cognitive Academic Language Learning Approach (CALLA)

CALLA is a content-based approach that also integrates academic learning strategies that students will need to function in all-English classrooms. For each lesson there are content objectives, language objectives, and learning strategy objectives. It can be in a theme-based or in a sheltered content format.

A CALLA lesson is planned through five steps: Preparation, Presentation, Practice, Evaluation, and Expansion. This approach is very useful for students in grades 4-12, especially if they do not have the content knowledge and/or academic learning skills they will need in the mainstream classroom.

Whole Language Approach

The Whole Language approach is based on the principle that learning occurs when students experience and use language in meaningful contexts, such as whole books. Learning is hampered when instruction is only given in tiny fragments, such as on phonics worksheets. The Whole Language Approach is based on three principles:

- 1) Acquiring language is a total process and the various language skills (listening, speaking, reading and writing) should be taught as a whole process rather than as isolated skills.
- 2) Language is a tool which can help students think, solve problems and successfully complete other learning tasks.
- 3) The classroom atmosphere should be conducive to language acquisition.

Cooperative Learning Approach

In cooperative learning, students work in mixed-ability groups on learning tasks that are structured so that all students share in the responsibility for completing the task. This approach lends itself to students of varying abilities working in a group setting that fosters mutual learning rather than competitiveness.

The benefits of cooperative learning for students include small-group practice with academic English, use of native language to access prior knowledge, integration of language and content, and the opportunity to become independent learners.

Teachers set up cooperative activities in which group members have different levels of English proficiency and must help each other understand and complete the task.

Writing Process Approach

In Writing Process approaches, students learn that writing involves thinking, reflection, and multiple revisions.

Teachers model the writing process by thinking aloud about their own writing. The classroom becomes a writing workshop in which students learn the art of writing through discussion, sharing, and conferencing.

The steps of the Writing Process emphasize that not all writing needs to be perfect:

1. Pre-writing activities provide students with the oral language and ideas they need to write.
2. Drafting allows students to get their ideas down on paper, without worrying about correct mechanics.
3. Sharing and responding to writing includes conferencing with the teacher and with other students.
4. Revision is the process of re-writing or re-arranging the writing, as a result of conferencing. These two steps may be repeated several times.
5. Editing is the final process of correcting mechanics. Students learn that this is the last step in writing, not the first step. Assistance and aids such as spell-check are encouraged.
6. Publishing is the end result of some, but not all, and not even most, of the writing a student does in the Writing Process.

Multicultural Approach

Multicultural education is not a method with strategies to follow. Rather, it is an attitude that emphasizes the value of every person's culture and background. In mainstream classes, multicultural education is usually taken to mean learning about someone else's culture. In English classes, it means learning about and appreciating different cultures.

The basic assumption in the Multicultural Approach is that all people have a culture, and most people's cultures are somewhat different. The multicultural approach can overcome some of the difficulties English Language Learners experience when they use textbooks and materials that present a different culture to their own.

Best practices in teaching reading

Although students in ECE to Grade 3 will develop reading skills in their first language, the English Language Arts curriculum also contains appropriate Student Learning Outcomes for reading in English that will support later acquisition of fluency in reading in English.

The reading environment

It is important for teachers to develop and maintain a print-rich learning environment that promotes reading and offers students opportunities to practice and extend their reading skills. A wide variety of high interest print and electronic media, fiction and non-fiction materials, at different levels and from different genres should be available in the classroom. Displays of current children's written work should be displayed on the classroom walls.

Phonics instruction

Phonics instruction is part of the Vernacular Language Arts program and students should have mastered all the phonemes in their first language by the end of Grade 1. When they start learning to read in English they should begin by learning the new English phonemes that are not used in their first language.

Teachers should continue to provide explicit instruction, build word knowledge and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues and vocabulary).

Opportunities for reading

Students should engage in independent, paired and guided sustained reading every day, using materials that are appropriate for their ability level. Reading should be purposeful and linked to other curriculum areas through themes and projects.

Comprehension strategies

Students are taught and given opportunities to apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections and self-monitoring.

Read aloud

Students should have many opportunities to listen to stories read aloud by the teacher or other adults.

In read aloud, the teacher reads to the children. There are a number of important points for teachers to remember.

- Practice reading the text before you read aloud to the children
- Read aloud every day
- Make sure all the children can see and hear
- Take time to show the pictures while reading and point and name features in the pictures using local language if necessary
- Read in a clear voice using expression and 'character' voices, but don't over-do it
- Read at a pace that keeps the children interested
- Read non-fiction texts more slowly, repeating complex information, to allow children to absorb information
- Use props such as puppets, toys and artifacts to hold the children's interest
- Read and re-read story books the children really like
- Read related books on the same theme or by the same writer
- Discuss and analyze the text after reading, both at the literal and inferential level
- Make read aloud fun and enjoyable.

Shared reading

Shared reading involves teachers using big books and enlarged texts for reading to and reading with the children. During shared reading, the teacher supports or scaffolds the children so that they can begin to understand text features and master reading strategies. There are three aspects of shared reading:

- **word level**
- **sentence level**
- **text level.**

Word level activities

In word level activities the teacher demonstrates and teaches essential reading strategies that use knowledge of sounds, spelling and vocabulary. Word level activities can be interactive and include 'show-me' activities.

- **Sounds.** The teacher may focus on a certain sound or sounds, showing examples at the beginning, middle and end of words and showing how to combine sounds to read words.
- **Spelling.** The teacher may focus on word recognition or certain spelling rules and conventions and show examples in the text.
- **Vocabulary.** The teacher may focus on finding the meaning of new words by using context and picture clues, such as by covering certain words and asking students to predict the words using context clues.

Sentence level activities

In sentence level activities the teacher demonstrates and teaches essential knowledge about word order, grammar and punctuation. Sentence level activities may be interactive and include 'get up and go' activities.

- **Word order.** The teacher may focus on how the order of the words in a sentence conveys meaning and how changing word order can change meaning.
- **Grammar.** The teacher may focus on grammatical features of the text, such as affixes and how they convey meaning.
- **Punctuation.** The teacher may focus on how punctuation is used to convey meaning, such as the use of capital letters to identify proper nouns and the use of speech marks to denote direct speech.

Text level activities

In text level activities the teacher demonstrates and teaches essential knowledge about the special characteristics of different texts. Text level activities may be interactive and include short writing activities.

- **Purpose.** How the characteristics of the text fit its purpose, such as the use of narrative in fiction texts.
- **Audience.** The ways in which the text fits the audience, such as the use of simple vocabulary and short sentences in stories for young children.
- **Text features.** For example, the features of an instructional text often include numbered and sequenced text and the use of the imperative (such as cut, mix and stick).

- **Writing frames.** Stories and texts often have a distinctive form or pattern. For example, narrative stories usually have a beginning, a middle and an end. Another pattern for a narrative story may be a problem, a solution and a resolution. Non-fiction instructional texts often follow the form of a list of materials followed by step by step instructions. Writing frames can be identified from texts in shared reading and later used to guide and organize children's independent writing.
- **Check lists.** Check lists identify the features that are specific and essential to a certain text. For example, a check list for narrative text might include items such as use of the past tense, use of the first person, and events being in sequence. Check lists can be generated during shared reading and later used to for self-checking by children during their independent writing.

Best practices in teaching writing

Writing is a medium through which students express what they know and feel about the world around them. Writing is also a means by which students process knowledge and make sense of it.

The National Curriculum Standards recognize that writing is a process involving four stages: generating ideas, drafting, revising and editing and publishing . Research shows that the most effective writing instruction involves the purposeful application of skills in a writing workshop approach.

Writing workshop approach

The writing workshop approach includes the following components:

1. Creating a conducive classroom environment with supportive routines and frequent modeling of good practice in the writing process, including sharing of writing by the teacher and students.
2. Daily meaningful writing practice using a writing process approach including journal writing and explicit teaching of the writer's craft.
3. Encouraging student choice through meaningful and authentic writing experiences.
4. Integration of reading and writing through the analysis and use of a wide variety of texts as models.
5. Collaboration and cooperation across the curriculum so that all subject content areas become opportunities to practice and improve student writing.
6. Regular, strategic and constructive response to student writing, including from teachers, peers and self, throughout the writing process.
7. Flexible grouping arrangements that allow students to work on specific tasks as a class, in groups, in pairs and individually.
8. Conducting mini-lessons that target specific skills and writer's craft.

Shared Writing

In shared writing, the teacher and class model and practice the skills and strategies of the writing process together. The teacher models aloud the writing process, talking about the thinking process, composition and revision while demonstrating writing to the class. Specific skills, writer's craft and vocabulary choices are explained in the context of writing.

In shared writing, the teacher writes for and with the children to support and guide them towards independent writing. Sometimes the children provide ideas while the teacher takes on the task of writing them down. During shared writing, the teacher models and makes explicit the writing process by describing what they are doing and why.

There are three elements of shared writing.

- **Teacher demonstration**
- **Teacher scribing**
- **Supported composition.**

The text used for shared reading often acts as a model for shared writing. Writing frames and check lists developed in shared reading can be used in shared writing.

Teacher demonstration

In teacher demonstration, the teacher identifies a purpose for writing and an audience.

The teacher demonstrates the writing process, involving the children through interaction.

The teacher composes sentences verbally before writing them down.

During writing, the teacher discusses aspects of the writing process such as punctuation, spelling and grammar.

A writing frame and check list may be used.

After writing, the teacher reviews what has been written, edits and improves, using the check list.

Teacher scribing

In teacher scribing, the teacher uses the same techniques as in teacher demonstration except that most of the ideas and suggestions come from the children.

Although the teacher uses the children's ideas the writing should be at a level and using vocabulary beyond what would be expected of the children themselves.

Children can contribute ideas for writing through partner talk and 'show-me' activities.

Supported composition

In supported composition, children do more of the writing for themselves. The teacher provides support directly to the children before, during and after they attempt a short piece of independent writing.

The teacher may provide a model for the children to base their writing on.

Children may work in pairs and discuss and agree what they will write before they begin.

The writing may first be done on small chalk boards so that editing can be done more easily.

Feedback on the writing is given by the teacher as well as by other children and the writing is edited and improved.

Information and Communications Technology

Information and Communications Technology (ICT) is a powerful medium for teaching and learning. ICT is both a resource to support teaching and learning and a medium for students to find things out and express themselves. The visual and interactive nature of some educational applications can be a powerful motivating factor for students.

The use of ICT is embedded in the English Language Arts Student Learning Outcomes for students from ECE to Grade 12. ICT is used by students for gathering, exchanging and sharing information, listening to and viewing electronic media, presenting and publishing.

ICT Standards for Students are published by the National Department of Education.

Criteria for selection of textbooks and learning materials

Textbooks and learning materials, including electronic media and software, used for the teaching and learning of English Language Arts should be carefully selected to meet the following criteria.

1. For Grades ECE to Grade 6, all textbooks and learning materials should be specifically designed for learners of English as a second language or should be supplemented by adapted texts designed for learners of English as a second language. Textbooks and materials produced for native English speakers are not suitable for second language learners.
2. For Grades ECE to Grade 6, all students should be assigned textbooks and learning materials that are designed for their grade level. ECE students should use materials designed for ECE, Grade 1 students should use materials designed for Grade 1, and so on.
3. For Grades 7 to 12, English Language Arts materials produced for native English speakers may be used but must be accompanied by supplementary materials adapted for English language learners.
4. From Grade 7 to 12, students should be working at the equivalent grade level to their English-speaking peers, using English Language Arts materials that are adapted for English language learners. Grade 7 students should use materials designed for Grade 7, Grade 8 students should use materials designed for Grade 8, and so on.
5. A full range of fiction and non-fiction reading materials from a variety of genres, including adapted and graded texts for English language learners, should be available in the classroom or library. Students should have access to these materials and be able to take them home.
6. Textbooks and learning materials should be supported by comprehensive teacher guides.
7. Textbooks and learning materials should support the integration of the four National Curriculum English Language Arts standards (Listening and Speaking, Reading, Writing and Literature).
8. Textbooks and learning materials should encourage the development and consolidation of practical skills through authentic learning activities.
9. Publisher's websites providing teacher guides, lesson plans, additional student activities and interactive learning activities should be used to supplement textbooks.
10. Electronic media such as audio and audio-visual materials on CD, CD-ROM, in saved file format and on the internet should be used to supplement textbooks.

Recommended textbooks and learning materials

The following textbooks and learning materials are strongly recommended as meeting the requirements of students in FSM. The materials are designed specifically for learners of English as a second language or supplemental materials for learners of English as a second language are available to support the core materials.

| Grade | Recommended student materials | Recommended teacher materials |
|-------|---|--|
| ECE | Moving into English Student Edition Level K (green) Grade K Leveled Library books collection Moving into English Music CD Grades 1-5 | Moving into English Teacher Edition Level K (green) Big Books and audiocassettes Technology resources www.harcourtschool.com |
| 1 | Moving into English Student Edition Level 1 (yellow) Grade 1 Leveled Library books collection Moving into English Music CD Grades 1-5 | Moving into English Teacher Edition Level 1 (yellow) Big Books and audiocassettes Technology resources www.harcourtschool.com |
| 2 | Moving into English Student Edition Level 2 (blue) Grade 2 Leveled Library books collection Moving into English Music CD Grades 1-5 | Moving into English Teacher Edition Level 2 (blue) Big Books and audiocassettes Technology resources www.harcourtschool.com |
| 3 | Moving into English Student Edition Level 3 (red) Grade 3 Leveled Library books collection Harcourt below-level adapted, high interest texts for English. Moving into English Music CD Grades 1-5 | Moving into English Teacher Edition Level 3 (red) Big Books and audiocassettes Technology resources www.harcourtschool.com |
| 4 | Moving into English Student Edition Level 4 (aqua) Grade 4 Leveled Library books collection Harcourt below-level adapted, high interest texts for English. Moving into English Music CD Grades 1-5 | Moving into English Teacher Edition Level 4 (aqua) Big Books and audiocassettes Technology resources www.harcourtschool.com |
| 5 | Moving into English Student Edition Level 5 (purple) Grade 5 Leveled Library books collection Harcourt below-level adapted, high interest texts for English. Moving into English Music CD Grades 1-5 | Moving into English Teacher Edition Level 5 (purple) Big Books and audiocassettes Technology resources www.harcourtschool.com |

| Grade | Recommended student materials | Recommended teacher materials |
|-------|--|---|
| 6 | Elements of Literature Introductory Course Student Edition (blue) Elements of Literature Introductory Course Holt Reader adapted version (blue) | Elements of Literature Introductory Course Teacher's Edition The Holt Reader Adapted Version Teacher's Guide Holt English Language Development: ESL/ESOL Teacher's Guide and Resources Package Holt audio Tutor CD-ROM Technology Resources; ThinkCentral |
| 7 | Elements of Literature First Course Student Edition (yellow) Elements of Literature First Course (yellow) Holt Reader adapted version | Elements of Literature First Course Teacher's Edition The Holt Reader Adapted Version Teacher's Guide Holt English Language Development: ESL/ESOL Teacher's Guide and Resources Package Holt audio Tutor CD-ROM Technology Resources; ThinkCentral |
| 8 | Elements of Literature Second Course Student Edition (red) Elements of Literature Second Course Holt Reader adapted version | Elements of Literature Second Course Teacher's Edition The Holt Reader Adapted Version Teacher's Guide Holt English Language Development: ESL/ESOL Teacher's Guide and Resources Package Holt audio Tutor CD-ROM Technology Resources; ThinkCentral |

Student assessment and reporting

The aim of assessment is to provide information on what a pupil can do in relation to the Student Learning Outcomes. This information will enable teachers to improve pupils' learning and the quality of instructional programs.

Student Learning Outcomes should be used as a basis for formative student assessment. Assessment should be a regular feature of what the teacher does every day.

It is not necessary for each Student Learning Outcome to be formally tested. Much assessment can be conducted through teacher observation of students engaged in regular classroom activity. Outcomes of extended topics may also be used for assessment, such as student oral presentations, drama performances or published pieces of writing.

Student work from regular classroom activities should be collected in a portfolio as evidence of achievement. Written work should be annotated with the SLO demonstrated. Students themselves should be encouraged to assess their own learning using the SLOs.

Regular reports to parents should contain details of each student's learning achievements based upon the SLOs.

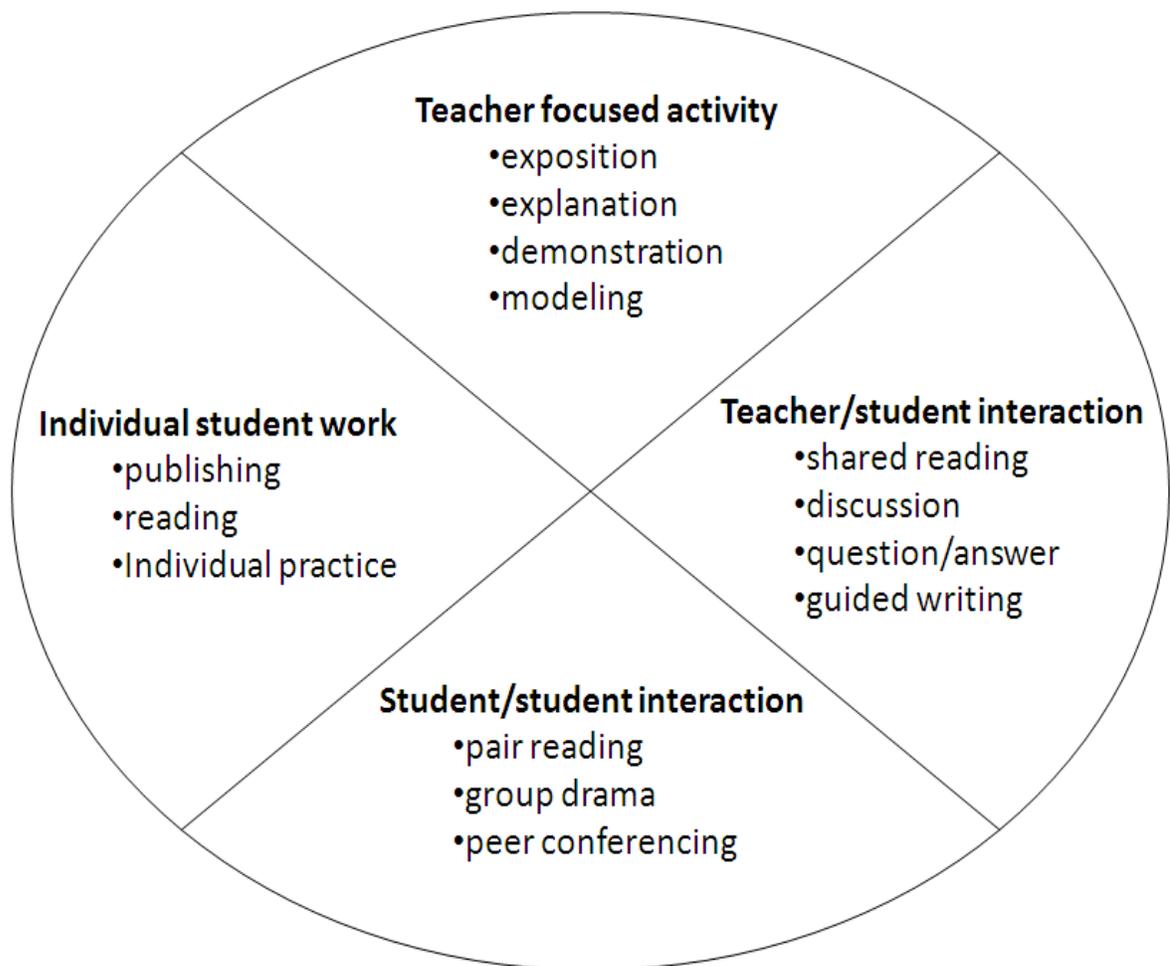
Lesson planning

It is recommended that teachers plan a medium-term sequence of lessons based on a unifying theme or problem rather than engage in isolated, unconnected lessons. Medium term lessons allow for the sequential development of essential skills leading to the achievement of measurable outcomes.

SLOs should be used for the development of lesson objectives, but it is unlikely that an SLO would be achieved in a single lesson. A sequence of lessons may be required in order for students to achieve a single SLO.

Lessons should be lively, interesting and motivating for students. Teachers should accommodate the different learning styles of students by creating a balance of visual, auditory, kinesthetic and tactile experiences.

A balance of teacher centered and student centered activity is recommended. The diagram below shows how a typical lesson may be arranged.



Student Learning Outcomes by Grade

Student Learning Outcomes are arranged by Grade on the following pages. For easy reference, Grade levels are indicated in the shaded boxes on the right or left hand side of each page.

Each Grade level begins with a summary of what activities students are expected to experience and what skills they are expected to acquire in all four standards. This section emphasizes the interrelationship between all four standards.

The English Language Arts Benchmarks are highlighted at the top of each page.

Listening and Speaking**Reading****Writing****Literature****ECE**

At ECE level, the daily English lesson will be of about 30 to 40 minutes duration, with frequent changes of activity. The lesson will be mostly oral, with frequent modeling by the teacher. The aim is to develop English skills for social purposes and build vocabulary.

ECE students will begin to listen to and become familiar with the sounds of the English language. At first, the students may be in a silent phase, where they are reluctant to speak in English. At this stage they will be absorbing new sounds and vocabulary. Later, when they have gained confidence, they will begin to repeat words and phrases learned earlier.

ECE students will begin to learn some simple every-day greetings and conversational phrases. They will listen and join in with simple action songs, games and poems, enjoying the rhythm and thyme of the words and having fun with the actions. Later they will learn simple sentence forms and begin to use their known vocabulary in different ways, including asking questions and giving answers.

ECE students will acquire reading and writing strategies in their first language. They will not begin formal reading or writing in English until Grade Three. Teachers should refer to the Vernacular Language Arts Standards and Benchmarks for Student Learning Outcomes in reading and writing.

They will listen to books read by the teacher and look at the pictures. They will develop a sight vocabulary of common words and phrases seen in the classroom as labels, captions and flash-cards. They will be able to name common objects brought into the classroom for play activities or seen in books read and shared by the teacher.

They will engage in a variety of enjoyable practical activities and hear and respond to simple directions given in English in the English lesson.

Lessons will deal with themes that are familiar to the students, such as *Myself*, and will develop appropriate vocabulary and simple sentence structures.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

ECE

**Listening and
Speaking**

ELA 1.3.1: Respond to oral and visual communication with groups of words.

(For example, students will be able to speak in phrases and sentences to describe events in a picture book.)

Student Learning Outcomes

- a. Use and respond to simple greetings, such as Hello. Good morning.
- b. Use and respond to simple questions about themselves, using natural speech, such as; *What's your name? How are you? What are you doing? What do you like?*
- c. Listen to the teacher reading simple story and concept books.
- d. Listen to recordings of simple rhymes and songs and join in with some words, phrases and actions.
- e. Identify and name common objects in a picture book.
- f. Find and name a given object from among a selection of objects.
- g. Name common colors, shapes and sizes.

**Listening and
Speaking****ECE**

ELA 1.3.2: Follow and respond to three step instructions and directions, using verbal and non-verbal cues.

(For example, students will be able to follow instructions such as, 'Open your book at page 3, find a picture of a cat and color it brown.')

Student Learning Outcomes

- a. Play action games such as 'Follow the leader', 'Simon Says', or other games with simple directions given in English and mimed by the teacher. (*Simon says, touch your head. Simon says, wave your hands.*)
- b. Listen to the teacher read a simple story or concept book and draw a picture related to the theme.
- c. Mime some simple actions from an ECE level English Learners' story book as the teacher reads.
- d. Take part in singing simple action songs, such as 'This is the way we wash our hands'.
- e. Take part in simple practical activities such as painting and model-making, with some simple instructions given in English such as '*Paint the car red*' or '*Stick the wheels here*'.

ECE

Listening and Speaking

ELA.1.3.3 Demonstrate ability to express ideas, needs, feelings and questions orally and build vocabulary.

(For example, students will be able to say why they like or dislike a story, using a wide vocabulary. They may use vocabulary building skills to modify new words to fit their needs, such as by changing 'grateful' to 'ungrateful'.)

Student Learning Outcomes

- a. Ask simple routine classroom questions during the English lesson, with varying accuracy. *I toilet? I go toilet? I draw? I want pencil.*
- b. Correctly point out and name in English some familiar items in the classroom, such as desk, chair, window and door.
- c. Correctly name in English some familiar things shown on picture flash cards and Big Books on the theme of Myself, such as *boy, girl, run, smile*, etc.
- d. Identify and comment, with varying accuracy, on some elements of pictures drawn in response to listening to ECE level stories and concept books read by the teacher. *Dog. I like dog.*
- e. Say what they like and dislike about an ECE level story read by the teacher.
- f. List likes and dislikes using formulaic sentences. *I like mango. I don't like chili.*
- g. Attempt to use new vocabulary in answers to simple questions.

**Listening and
Speaking**

ECE

ELA.1.3.4 Ask a range of questions to gather information, using correct question formation.

(For example, students will be able to ask questions in class, such as, 'What does 'Once upon a time' mean?' or 'Where can I find how to spell Pohnpei?')

Student Learning Outcomes

- a. Respond to simple questions in whole class activities, such as, *What's this? Who is that? Is this a pen?* using picture cards and real objects as prompts.
- b. Ask simple questions in small group and pair work, such as, *What's this? Who's that? Is this a pen? Is that a cat?* using picture cards and real objects as prompts.

ECE

Reading

ELA.2.3.1 Use a variety of grade appropriate strategies to decode high frequency words. (For example, students will know how to decode words where the medial vowel is altered by the final silent *e*, such as *tap* and *tape* or *bit* and *bite*.)

Student Learning Outcomes

a. Recognize and sight read a small number of common English words in print in their environment, such as *Stop* signs and product wrappers.

Reading

ECE

ELA.2.3.2 Use pictures to build vocabulary.

(For example, students will be able to correctly guess the meaning of new words by using picture clues.)

Student Learning Outcomes

- a. Look at a variety of pictures in ECE appropriate books and other materials and name some features in English.

ECE

Reading

ELA.2.3.3 Use tools and techniques to locate information.

(For example, students will be able to find words in a dictionary by using alphabetical order or find information in a book by using the index.)

Student Learning Outcomes

- a. Find pictures of given items in a fiction or non-fiction book.

Reading**ECE**

ELA.2.3.4 Read for enjoyment a variety of grade appropriate texts.

(For example, students will voluntarily choose to read a favorite story book, picture book, reference book or comic.)

Student Learning Outcomes

- a. Show enjoyment of books read aloud by the teacher.
- b. Select known books read by the teacher and leaf through while looking at the pictures.
- c. Select known books read by the teacher and leaf through while naming some picture items.

ECE

Reading

ELA.2.3.5 Comprehend what is read orally.

(For example, students will be able to read a text aloud and demonstrate their understanding by retelling or answering questions about the content.)

Student Learning Outcomes

a. Participate in a Read Aloud or Shared Reading activity, using an ECE level fiction text, and join in with actions that help retell the story.

a. Participate in a Read Aloud or Shared Reading activity, using an ECE level fiction or non-fiction text, and answer very simple questions about the text.

Writing**ECE**

ELA.3.3.1 Use knowledge of phonics to spell common content words.

(For example, students will be able to use knowledge of phonemes and English spelling conventions to spell common words.)

Student Learning Outcomes

- a. Engage in informal English writing activities, such as play and art activities, using emergent writing.
- b. Transfer knowledge of phonics in first language to spell a few common English words seen in the environment, such as *Stop*, *Open* and *Closed*.
- c. Engage in emergent or free writing activities, using English by personal choice.

ECE

Writing

ELA.3.3.2 Illustrate an experience and write a brief description of it using sentences.

(For example, students will be able to draw or retell an event and write a description in sequence, describing the setting, characters and events in detail, using correct sentence structure.)

Student Learning Outcomes

- a. Participate in Shared Writing activities related to a shared experience, such as playing a game or listening to a story.
- b. Draw or paint a picture to describe a significant event and copy a title in English, with help from the teacher.

Writing

ECE

ELA.3.3.3 Build vocabulary using word families.

(For example, students will be able to apply common prefixes and suffixes to form the correct words in their writing, such as walk, walked and walking or lock and unlock.)

Student Learning Outcomes

- a. Develop a small written vocabulary of common English words seen in the environment.

ECE

Literature

ELA.4.3.1 Listen to a variety of literary genres and relate them to personal experiences. (For example, students will be able to listen to genres such as fairy tales, poems, fables, short stories and non-fictional accounts and describe how they remind them of their own personal experiences.)

Student Learning Outcomes

- a. Listen to and view a variety of simple illustrated rhymes, songs and poems in big books or on screen.
- b. Listen to and view a variety of simple fiction and non-fiction texts.
- c. Join in with simple rhymes, songs and poems using appropriate actions.
- d. Participate in oral retelling of short stories, led by the teacher, using appropriate actions.
- e. Participate in practical activities related to a variety of familiar texts, such as cooking or planting seeds.

Literature**ECE**

ELA.4.3.2 Illustrate a part of a literary text to show understanding.

(For example, students will be able to draw, paint or model, in detail, events and characters from a text and write descriptions, labels and comments.)

Student Learning Outcomes

a. Create pictures, models and art work in response to simple rhymes, songs, poems and stories experienced in big books or on screen.

Listening and Speaking**Reading****Writing****Literature****Grade 1**

At Grade 1, the daily English lesson will be of about 30 to 40 minutes duration, with frequent changes of activity. The lesson will be mostly oral, with frequent modeling by the teacher and growing participation by the students. The aim is to develop English skills for social purposes and build vocabulary.

At Grade 1 level, students will begin to gain confidence in using English as they become more familiar with vocabulary and sentence structures. They will continue to develop their vocabulary through exposure to English. They will listen to stories and concept books read by the teacher and will look at the pictures and mime the actions to support their understanding and acquisition of new vocabulary. They will participate in retelling of familiar stories by learning key words and phrases through repetition.

The English lesson will be conducted in English as much as possible. Instructions and directions will be given in English, with mimes, flashcards and other prompts used to support comprehension. Switching to first language should be a minimal.

Grade 1 English Learners will respond with growing confidence to questions and will be able to express ideas, likes and dislikes in English. They will construct sentences using familiar structures and vocabulary and will attempt to use new vocabulary.

Grade 1 students will acquire reading and writing strategies in their first language. Later they will transfer these skills to English. They will not begin formal reading and writing in English until Grade Three. Teachers should refer to the Vernacular Language Arts Standards and Benchmarks for reading and writing Student Learning Outcomes.

They will listen to books read by the teacher and look at the pictures. They will develop a sight vocabulary of common words and phrases seen in the classroom as labels, captions and flash-cards. They will be able to name common objects brought into the classroom for play activities or seen in books.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

**Listening and
Speaking****Grade 1**

ELA 1.3.1: Respond to oral and visual communication with groups of words.

(For example, students will be able to speak in phrases and sentences to describe events in a picture book.)

Student Learning Outcomes

- a. Use and respond to more complex greetings, such as; *How are you today? I am well thanks. How are you?*
- b. Use and respond to a wider range of questions about themselves, such as; *Where do you live? What is your favorite game/ toy/ animal?*
- c. Listen to a picture story or concept book and name objects and actions.
- d. Listen to a short picture story book with one or two sentences per page and join in with some key words and phrases.
- e. Listen to recordings of rhymes and songs and join in with words, phrases and actions.
- f. Listen to a short picture story book with one or two sentences per page and echo-read each sentence.
- g. Participate in a group retelling of a familiar story, led by the teacher, using actions.
- h. Answer simple questions related to a picture.
- i. Answer simple questions related to a familiar story.

Listening and Speaking

ELA 1.3.2: Follow and respond to three step instructions and directions, using verbal and non-verbal cues.

(For example, students will be able to follow instructions such as, 'Open your book at page 3, find a picture of a cat and color it brown.')

Grade 1**Student Learning Outcomes**

- a. Play action games with a wider range of directions given by the teacher.
- b. Listen to the teacher read a Grade 1 English Learners' level story or concept book and draw pictures related to the theme.
- c. Mime a range of actions from a Grade 1 English Learners' level story book and correctly identify a range of actions and objects.
- d. Take part in a range of action songs and rhymes, such as from a publisher's CD or video for Grade 1 English learners.
- e. Listen and respond to most classroom directions spoken in English during the English lesson.
- f. Take part in simple practical activities, including activities related to other subject areas, such as sorting picture cards of animals. *Put the fish pictures over here. Put the insects over there.*

**Listening and
Speaking****Grade 1**

ELA.1.3.3 Demonstrate ability to express ideas, needs, feelings and questions orally and build vocabulary.

(For example, students will be able to say why they like or dislike a story, using a wide vocabulary. They may use vocabulary building skills to modify new words to fit their needs, such as by changing 'grateful' to 'ungrateful'.)

Student Learning Outcomes

- a. Ask simple routine classroom questions during the English lesson, with growing accuracy. *May I go to the toilet? Do I draw here? May I have a pencil please?*
- b. Identify and comment, with growing accuracy, on some elements of pictures drawn in response to listening to Grade 1 level stories and concept books read by the teacher. *This is my dog. I like my dog.*
- c. Correctly name and comment in English on some familiar things shown on picture flash cards and Big Books on the theme of Myself. *I have long hair. I am strong. I can run fast.*
- d. Say what they like and dislike about a Grade 1 level story read by the teacher.
- e. List likes and dislikes using more vocabulary and a wider range of formulaic sentences. *I like to eat mango. I don't like to eat hot chili.*
- f. Attempt to use new vocabulary in asking and answering simple questions.
- g. Show and describe a familiar object, such as a toy, to the class, using simple vocabulary and simple sentence structure.

**Listening and
Speaking**

ELA.1.3.4 Ask a range of questions to gather information, using correct question formation.

(For example, students will be able to ask questions in class, such as, 'What does 'Once upon a time' mean?' or 'Where can I find how to spell Pohnpei?')

Grade 1**Student Learning Outcomes**

- a. Respond to a wider range of simple questions in whole class and group activities, such as, *What can you see in this picture? What is he doing? Is he wearing a hat? Why is he laughing?* using picture cards, Big Books, posters and real objects as prompts.
- b. Ask a wider range of simple questions in group and pair work, such as, *What can you see in this picture? What is he doing? Is he wearing a hat? Why is he laughing?* using picture cards, Big Books, posters and real objects as prompts.
- c. Respond correctly to simple question variations such as, *What is this? What are these? What is that? What are those?*
- d. Respond correctly to simple questions related to quantity, color and size.

Reading**Grade 1**

ELA.2.3.1 Use a variety of grade appropriate strategies to decode high frequency words. (For example, students will know how to decode words where the medial vowel is altered by the final silent *e*, such as *tap* and *tape* or *bit* and *bite*.)

Student Learning Outcomes

a. Recognize and sight read a growing number of common English words in print in their environment, such as road signs, shop names, posters, labels and product wrappers.

Reading**ELA.2.3.2 Use pictures to build vocabulary.**

(For example, students will be able to correctly guess the meaning of new words by using picture clues.)

Grade 1**Student Learning Outcomes**

- a. Participate in Shared Reading activities, joining in with key words.
- b. Look at a variety of pictures in a Grade 1 level Big Book or story book and name some features using language from the text.
- a. Arrange a collection of picture cards and talk about them using English.

Reading**Grade 1**

ELA.2.3.3 Use tools and techniques to locate information.

(For example, students will be able to find words in a dictionary by using alphabetical order or find information in a book by using the index.)

Student Learning Outcomes

a. Find an item on a 'picture wall' or class book of labeled pictures, when asked by the teacher, for example, *'Find an apple'*.

Reading

ELA.2.3.4 Read for enjoyment a variety of grade appropriate texts.

(For example, students will voluntarily choose to read a favorite story book, picture book, reference book or comic.)

Grade 1**Student Learning Outcomes**

- a. Show enjoyment of books in Read Aloud and Shared Reading.
- b. Select known books read by the teacher and leaf through while naming more picture items.
- b. Show a preference for some favorite books by selecting them to leaf through.

Reading**Grade 1**

ELA.2.3.5 Comprehend what is read orally.

(For example, students will be able to read a text aloud and demonstrate their understanding by retelling or answering questions about the content.)

Student Learning Outcomes

a. Participate in a Read Aloud or Shared Reading activity, using a Grade 1 level fiction text, and help the teacher retell the story.

a. Participate in a Read Aloud or Shared Reading activity, using a Grade 1 level fiction or non-fiction text, and answer simple questions about the text.

Writing

ELA.3.3.1 Use knowledge of phonics to spell common content words.

(For example, students will be able to use knowledge of phonemes and English spelling conventions to spell common words.)

Grade 1**Student Learning Outcomes**

- a. Engage in informal English writing activities, such as play and art activities, using emergent writing.
- b. Transfer knowledge of phonics in first language to spell and write a few more common English words found in the environment, such as signs, labels and posters, in informal writing activities.
- c. Engage in emergent or free writing activities, using English by personal choice.

Writing**Grade 1**

ELA.3.3.2 Illustrate an experience and write a brief description of it using sentences.

(For example, students will be able to draw or retell an event and write a description in sequence, describing the setting, characters and events in detail, using correct sentence structure.)

Student Learning Outcomes

- a. Participate in Shared Writing activities related to a shared experience, such as an educational visit to the local environment or listening to a story, joining in by suggesting a few simple ideas at word and sentence level.
- b. Draw or paint a picture or sequence of pictures to describe a significant event and copy simple captions in English, with help from the teacher.

Writing

ELA.3.3.3 Build vocabulary using word families.

(For example, students will be able to apply common prefixes and suffixes to form the correct words in their writing, such as *walk*, *walked* and *walking* or *lock* and *unlock*.)

Grade 1

Student Learning Outcomes

- a. Develop a larger written vocabulary of common English words.

Literature

Grade 1

ELA.4.3.1 Listen to a variety of literary genres and relate them to personal experiences. (For example, students will be able to listen to genres such as fairy tales, poems, fables, short stories and non-fictional accounts and describe how they remind them of their own personal experiences.)

Student Learning Outcomes

- a. Listen to and view a variety of Grade 1 level illustrated rhymes, songs and poems in big books or on screen.
- b. Listen to and view a variety of Grade 1 level fiction and non-fiction texts and talk about them in their first language.
- c. Join in with rhymes, songs and poems using appropriate actions.
- d. Participate in oral retelling of Grade 1 level stories, led by the teacher, using appropriate actions.
- e. Participate in practical activities related to a variety of Grade 1 level texts, such as cooking, making or planting.

Literature

ELA.4.3.2 Illustrate a part of a literary text to show understanding.

(For example, students will be able to draw, paint or model, in detail, events and characters from a text and write descriptions, labels and comments.)

Grade 1**Student Learning Outcomes**

- a. Create pictures, models and art work in response to Grade 1 level rhymes, songs, poems and stories experienced in big books or on screen.
- b. Create pictures, models and art work to illustrate characters from Grade 1 level stories experienced in big books or on screen.

Listening and Speaking**Reading****Writing****Literature**

At Grade 2, the daily English lesson will be of about 30 to 40 minutes duration, with frequent changes of activity. The lesson will be mostly oral, with more participation by students. The aim is to develop English skills for social purposes and build vocabulary.

At this level, students will begin to gain confidence in using English as they become more familiar with vocabulary and sentence structures. They will continue to develop their vocabulary through exposure to English. They will listen to stories and concept books read by the teacher and will look at the pictures and mime the actions to support their understanding and acquisition of new vocabulary. They will participate in retelling of familiar stories by learning key words and phrases through repetition.

The English lesson will be conducted in English as much as possible. Instructions and directions will be given in English, with mimes, flashcards and other prompts used to support comprehension. Switching to first language should be a minimal.

Grade 2 English Learners will respond with growing confidence to questions and will be able to express ideas, likes and dislikes in English. They will construct sentences using familiar structures and vocabulary and will attempt to use new vocabulary.

Grade 2 students will acquire reading and writing strategies in their first language. Later they will transfer these skills to English. They will not begin formal reading and writing in English until Grade Three. Teachers should refer to the Vernacular Language Arts Standards and Benchmarks for reading and writing Student Learning Outcomes.

They will listen to books read by the teacher and look at the pictures. They will develop a wider sight vocabulary of common words and phrases seen in the classroom as labels, captions and flash-cards. They will be able to name common objects brought into the classroom for play activities or seen in books.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

Grade 2

**Listening and
Speaking**

ELA 1.3.1: Respond to oral and visual communication with groups of words.

(For example, students will be able to speak in phrases and sentences to describe events in a picture book.)

Grade 2**Student Learning Outcomes**

- a. Engage in a short greeting and exchange, with teacher support.
- b. Use and respond to more complex questions about their family, such as; *Do you have any brothers or sisters? What do your parents do? Tell me about your family.*
- c. Listen to a picture story or concept book and name and describe objects and actions.
- d. Listen to a more complex picture story book with three or four sentences per page and join in with more key words and phrases.
- e. Listen to a recorded story and follow the text in a book.
- f. Participate in a group retelling of a familiar story, assisted by the teacher, using actions.
- g. Participate in a dramatized story, assisted by the teacher, using actions, intonation and correct pronunciation.
- h. Retell the main idea of a familiar picture story.

Listening and Speaking

ELA 1.3.2: Follow and respond to three step instructions and directions, using verbal and non-verbal cues.

(For example, students will be able to follow instructions such as, 'Open your book at page 3, find a picture of a cat and color it brown.')

Grade 2**Student Learning Outcomes**

- a. Play action games with a wider range of directions, including two-step directions, given by the teacher (*Simon says, touch your head and turn around*).
- b. Listen to the teacher read a Grade 2 English Learners' level story or concept book and draw pictures related to the themes and story sequence.
- c. Mime and act out the events from a Grade 2 English Learners' level story book.
- d. Answer questions about the sequence of events in a Grade 2 English Learners' level story book, using words such as, '*first, next, later, after that and finally*'.
- e. Take part in a range of action songs and rhymes, such as from a publisher's CD for Grade 2 English learners.
- f. Listen and respond to most classroom directions and instructions spoken in English during the English lesson.
- g. Take part in a wider range of practical activities, including activities related to other subject areas, such as planting seeds, and follow some instructions given in English. *Plant the seeds in the holes. Cover the seeds. Water the seeds.*

**Listening and
Speaking**

ELA.1.3.3 Demonstrate ability to express ideas, needs, feelings and questions orally and build vocabulary.

(For example, students will be able to say why they like or dislike a story, using a wide vocabulary. They may use vocabulary building skills to modify new words to fit their needs, such as by changing 'grateful' to 'ungrateful'.)

Grade 2**Student Learning Outcomes**

- a. Ask routine classroom questions during the English lesson, with growing accuracy. *May I go to the toilet please? Shall I draw my picture here? Is this sentence correct?*
- b. Identify and comment, with growing accuracy, on more elements of pictures drawn in response to listening to Grade 2 level stories and concept books read by the teacher. *This is a drawing of my dog. My dog's name is I like to play with my dog. I throw a ball and he plays with it.*
- c. Correctly name and comment in English on familiar objects and actions shown on picture flash cards and Big Books on the theme of My Family. *I have two brothers and one sister. My sister is a baby.*
- d. Say what they like and dislike about a Grade 2 level story read by the teacher.
- e. List general likes and dislikes using a wider vocabulary and a greater range of complex sentences using *and*, *but* and *because*. *I like to eat mango and bananas. I don't like hot chili because it burns.*
- f. Attempt to use a wider vocabulary in asking and answering questions.
- g. Show and describe an object, such as a toy or plant, to the class, using wider vocabulary and varied sentence structures.

Listening and Speaking

ELA.1.3.4 Ask a range of questions to gather information, using correct question formation.

(For example, students will be able to ask questions in class, such as, 'What does 'Once upon a time' mean?' or 'Where can I find how to spell Pohnpei?')

Grade 2**Student Learning Outcomes**

- a. Respond to a wider range of questions of growing complexity in whole class and group activities, such as, *What is happening in this picture? Why are they doing that? Who is.....? Why are they.....?* using picture cards, Big Books, posters and real objects as prompts.
- b. Ask a wider range of questions of growing complexity in group and pair work, such as, *Who can you see in this picture? What is he doing? Is he wearing a hat? Why is he laughing?* using picture cards, Big Books, posters and real objects as prompts.
- c. Ask simple question variations such as, *What is this? What are these? What is that? What are those?*
- d. Ask simple questions related to quantity, color and size.
- e. Respond to questions of growing complexity, such as about time, location, action and preference.
- f. Ask simple questions about classroom routines.
- g. Use posted question prompts to guide classroom activities, such as editing prompts in writing. *Did I use a period at the end of my sentence? Did I check my spelling?*

Reading

ELA.2.3.1 Use a variety of grade appropriate strategies to decode high frequency words. (For example, students will know how to decode words where the medial vowel is altered by the final silent *e*, such as *tap* and *tape* or *bit* and *bite*.)

Grade 2**Student Learning Outcomes**

- a. Recognize and sight read a wide range of common English words in print in their environment, such as road signs, shop names, posters, labels and product wrappers.
- b. Recognize and sight read a number of common English words used in print in the classroom, including words and phrases seen in Shared Reading activities.

Reading**ELA.2.3.2 Use pictures to build vocabulary.**

(For example, students will be able to correctly guess the meaning of new words by using picture clues.)

Grade 2**Student Learning Outcomes**

- a. Participate in Shared Reading activities, joining in with more words and phrases.
- b. Look at a variety of pictures in a Big Book or story book and name some features using more sophisticated language from the text.
- c. Arrange pictures from a story in order and talk about them.
- d. Use a sequence of pictures to re-tell a story they have listened to.
- e. Apply sight reading skills to match name cards and written labels with things seen in pictures.

Reading

ELA.2.3.3 Use tools and techniques to locate information.

(For example, students will be able to find words in a dictionary by using alphabetical order or find information in a book by using the index.)

Grade 2**Student Learning Outcomes**

- a. Find pictures in an English picture dictionary, using alphabetical order.
- b. Recall from Read Aloud and Shared Reading experience, the main topic of a range of non-fiction books.
- c. Recognize from the cover and title page, a number of fiction and non-fiction books familiar from Read Aloud and Shared Reading.

Reading

ELA.2.3.4 Read for enjoyment a variety of grade appropriate texts.

(For example, students will voluntarily choose to read a favorite story book, picture book, reference book or comic.)

Grade 2**Student Learning Outcomes**

- a. Show interest in and enjoyment of books in Read Aloud and Shared Reading by listening attentively and joining in with reading.
- b. Select known books read by the teacher and leaf through while naming many picture items.
- b. Show a preference for some favorite books by selecting them to leaf through and talk about the content with the teacher.

Reading

ELA.2.3.5 Comprehend what is read orally.

(For example, students will be able to read a text aloud and demonstrate their understanding by retelling or answering questions about the content.)

Grade 2**Student Learning Outcomes**

- a. Participate in a Read Aloud or Shared Reading activity, using a Grade 2 level fiction text, and help the teacher retell the story.
- b. Participate in a Read Aloud or Shared Reading activity, using a Grade 2 level fiction or non-fiction text, and answer questions about the text.
- c. Connect Read Aloud and Shared Reading texts to previous knowledge and experience.

Writing

ELA.3.3.1 Use knowledge of phonics to spell common content words.

(For example, students will be able to use knowledge of phonemes and English spelling conventions to spell common words.)

Grade 2**Student Learning Outcomes**

- a. Engage in informal English writing activities, such as play and art activities.
- b. Transfer knowledge of phonics in first language to spell and write more common English words found in the environment, such as signs, labels and posters, in informal writing activities.

Writing

ELA.3.3.2 Illustrate an experience and write a brief description of it using sentences.

(For example, students will be able to draw or retell an event and write a description in sequence, describing the setting, characters and events in detail, using correct sentence structure.)

Grade 2**Student Learning Outcomes**

- a. Participate in Shared Writing activities related to a shared experience, such as a problem-solving activity, an educational visit to the local environment or listening to a story, joining in by suggesting more thoughtful ideas at word and sentence level.
- b. Draw or paint a sequence of pictures to describe a significant event and copy more detailed captions in English, with help from the teacher.

Writing

ELA.3.3.3 Build vocabulary using word families.

(For example, students will be able to apply common prefixes and suffixes to form the correct words in their writing, such as *walk*, *walked* and *walking* or *lock* and *unlock*.)

Grade 2

Student Learning Outcomes

- a. Develop a larger written vocabulary of common English words.

Literature

ELA.4.3.1 Listen to a variety of literary genres and relate them to personal experiences. (For example, students will be able to listen to genres such as fairy tales, poems, fables, short stories and non-fictional accounts and describe how they remind them of their own personal experiences.)

Grade 2

Student Learning Outcomes

- a. Listen to and view a variety of Grade 2 level illustrated rhymes, songs and poems in big books or on screen.
- b. Listen to and view a variety of Grade 2 level fiction and non-fiction texts and talk about them in their first language, drawing upon first-hand experience.
- c. Join in with rhymes, songs and poems with appropriate actions.
- d. Participate in oral retelling of Grade 2 stories, led by the teacher, using appropriate actions.
- e. Participate in practical activities related to a variety of Grade 2 level texts, such as role-playing, cooking, making or planting.

Literature

ELA.4.3.2 Illustrate a part of a literary text to show understanding.

(For example, students will be able to draw, paint or model, in detail, events and characters from a text and write descriptions, labels and comments.)

Grade 2**Student Learning Outcomes**

- a. Create pictures, models and art work in response to Grade 2 level rhymes, songs, poems and stories experienced in big books or on screen.
- b. Create pictures, models and art work to illustrate characters from Grade 2 level stories experienced in big books or on screen.
- c. Create pictures, models and art work to illustrate episodes and events from Grade 2 level stories experienced in big books or on screen.

Listening and Speaking**Reading****Writing****Literature**

At Grade 3 level, students will begin the gradual transition to English Medium education. They will continue to develop their English skills through wider exposure to English, not just in the English lesson but in other curriculum areas as well. By the end of Grade 3, English medium should be used for almost all lessons. The aim is to develop English skills for both social and academic purposes and build vocabulary.

Up to two hours of instruction in English will be conducted per day, with less frequent changes of activity. Extra lesson will be given to students who are having difficulties. The lessons will include integrated Speaking and Listening, Reading, Writing and Literature activities with frequent modeling by the teacher and more participation by students working in pairs and groups. They will use speaking and listening to support reading and writing through pre-reading and pre-writing activities.

They will listen to a range of more complex texts read by the teacher or through electronic media. They will participate in retelling and dramatization. English will be practiced in group work and problem-solving activities in the English lesson and in other curriculum areas.

The English lesson will be conducted almost exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language should rarely occur.

Grade 3 English Learners will respond with growing confidence to more complex questions and will be able to express ideas and personal opinions in English. They will construct sentences using knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from a wide range of reading experiences.

Grade 3 students will have already developed reading and writing skills in their first language and will begin to transfer these skills to formal instruction in reading and writing in English. They will participate in Shared and Guided Reading and Writing activities that will extend their vocabulary, improve comprehension and scaffold the development of independent reading and writing skills. A writing workshop approach will be used to support the four stages of the writing process; generating ideas, drafting, editing and revising and publishing. They will also continue to develop reading and writing skills in their first language in the Vernacular Language Arts class, and will continue to transfer these skills to reading and writing in English.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

Grade 3

Listening and Speaking

ELA 1.3.1: Respond to oral and visual communication with groups of words.

(For example, students will be able to speak in phrases and sentences to describe events in a picture book.)

Student Learning Outcomes**Grade 3**

- a. Engage in a greeting and conversation, asking and answering simple questions.
- b. Use and respond to more complex questions about school and community, such as; *What do you do at school? What things do you like about school? What do you dislike? What do you like to do after school? Who lives in your community?*
- c. Listen to a picture story or concept book and name and describe objects, actions and characters.
- d. Listen to a more complex picture story book with five or more sentences per page, join in with reading all words and phrases and predict what will happen next.
- e. Listen to a recorded story and follow and join in with text.
- f. Participate in a group retelling of a familiar story.
- g. Participate in a role play related to a familiar story, such as 'Hot Seat'.
- h. Participate in a group- dramatized story, using actions, intonation and correct pronunciation.
- i. Retell a familiar picture story book using intonation and correct pronunciation.
- j. Express opinions about a familiar story.

Listening and Speaking

ELA 1.3.2: Follow and respond to three step instructions and directions, using verbal and non-verbal cues.

(For example, students will be able to follow instructions such as, 'Open your book at page 3, find a picture of a cat and color it brown.')

Student Learning Outcomes

- a. Play action games with a wider range of directions, including three-step directions, given by the teacher (*Simon says, touch your head, turn around and clap your hands*).
- b. Listen to the teacher read a Grade 3 English Learners' level story or concept book and draw pictures related to the themes and story sequence.
- c. Act out the events from a Grade 3 English Learners' level story book.
- d. Answer questions about the sequence of events in a Grade 3 English Learners' level story book using words such as, '*first, next, later, after that and finally*'.
- d. Take part in a range of action songs and rhymes, such as from a publisher's music CD for Grade 3 English learners.
- b. Listen, understand and follow all classroom directions and instructions spoken in English during the English lesson.
- g. Take part in a wider range of more complex practical activities, including activities related to other subject areas, such as preparing and cooking food, and follow more detailed instructions given in English. Put *the flour and water in the bowl and mix them. Peel and slice the bananas and put them into the bowl.*

Grade 3

Listening and Speaking

ELA.1.3.3 Demonstrate ability to express ideas, needs, feelings and questions orally and build vocabulary.

(For example, students will be able to say why they like or dislike a story, using a wide vocabulary. They may use vocabulary building skills to modify new words to fit their needs, such as by changing 'grateful' to 'ungrateful'.)

Student Learning Outcomes**Grade 3**

- a. Engage in discussions before listening to and viewing a wide range of Grade 3 level texts.
- b. Identify and comment, with growing accuracy, on detailed elements of pictures and other media made in response to listening to Grade 3 level stories and concept books read by the teacher. *This is a painting of my dog and I playing with a ball. My dog is bigger than the dog in the story.*
- c. Correctly name and comment in English on familiar objects, actions and concepts shown on picture flash cards and Big Books on the theme of My Community. *I live in the village of..... The people in my community are.....*
- d. Say what they like and dislike about a Grade 3 level story read by the teacher.
- e. List general likes and dislikes using a wider range of vocabulary, including correct tense endings and prefixes, and complex sentences including two or more clauses. *Sometimes I like to eat ripe mango from the tree. I don't like mangoes that are unripe because they taste bitter.*
- f. Attempt to use a wider new vocabulary in asking and answering questions, modifying regular words correctly for tense and plurality (*Walk, walked, walking: one shoe, two shoes*).
- g. Prepare and deliver a short descriptive talk about an object or concept, such as a toy or game, to the class, using illustrations, wider vocabulary and more complex sentence structures.

Listening and Speaking

ELA.1.3.4 Ask a range of questions to gather information, using correct question formation.

(For example, students will be able to ask questions in class, such as, 'What does 'Once upon a time' mean?' or 'Where can I find how to spell Pohnpei?')

Student Learning Outcomes

- a. Respond to a wide range of closed and open questions of complexity in whole class and group activities, such as, *What important activity is shown in this picture? Why is it important? Who do you think is ...? What do you think would happen if.....?* using picture cards, Big Books, posters and real objects as prompts.
- b. Ask a wide range of questions of growing complexity in group and pair work, such as, *What is happening in this picture? What is this man doing? What is he wearing? Where is he?* using picture cards, Big Books, posters and real objects as prompts.
- c. Ask more complex question variations related to quantity, color, size, time, location, action and preference.
- f. Ask more complex questions about classroom routines and for help with activities, such as, *What doesmean? Where can I find...?*
- g. Use posted question prompts to guide classroom activities, such as editing and revising prompts in writing. *Does my sentence make sense? Did I use the best words? Did I check my spelling and punctuation?*

Grade 3

Reading

ELA.2.3.1 Use a variety of grade appropriate strategies to decode high frequency words. (For example, students will know how to decode words where the medial vowel is altered by the final silent *e*, such as *tap* and *tape* or *bit* and *bite*.)

Student Learning Outcomes**Grade 3**

- a. Recognize and sight read a wider range of common English words in print in their environment, such as road signs, shop names, posters, labels and product wrappers.
- b. Recognize and sight read a number of common English words used in print in the classroom, including words and phrases found in Shared Reading materials.
- c. Transfer decoding skills mastered in First Language to English.
- d. Recognize all the letters and phonemes used in their First Language.
- e. Recognize all the new letters and phonemes used in English that are not found in their First language.
- f. Participate in Shared Reading activities using decoding skills to blend phonemes to form words.
- g. Blend phonemes to form words when reading.
- h. Read aloud grade level materials to the teacher or a peer, with some fluency.
- i. Decode common words that contain the 'silent e' (bite, take, hope, tube, these, etc).
- j. Use, with some support from the teacher, decoding, picture clues, context clues, prior knowledge and prediction where necessary and appropriate when reading Grade level texts aloud.

Reading**ELA.2.3.2 Use pictures to build vocabulary.**

(For example, students will be able to correctly guess the meaning of new words by using picture clues.)

Student Learning Outcomes

- a. Participate in Shared Reading activities, talking about pictures and joining in more often with a variety of words, phrases and sentences.
- b. Use pictures to make predictions about what will happen in a story or what a text will be about.
- c. Use pictures as context clues to attempt unfamiliar words in reading.
- d. Look at a variety of pictures in a Big Book or story book and name many features and abstract concepts using more sophisticated language from the text.
- e. Arrange pictures from a story in correct sequential order and talk about them.
- f. Use a sequence of pictures to tell a story.
- g. Apply sight reading skills to match labels to things seen in pictures.

Grade 3

Reading

ELA.2.3.3 Use tools and techniques to locate information.

(For example, students will be able to find words in a dictionary by using alphabetical order or find information in a book by using the index.)

Student Learning Outcomes**Grade 3**

- a. Find pictures and words in a picture dictionary, using alphabetical order.
- b. Recall from Read Aloud and Shared Reading experience, the main topic and content of a range of non-fiction books.
- c. Locate, from a known small classroom library, a non-fiction book on a given topic, using memory, the title and cover picture as a guide.
- d. Use the contents page of a student book, such as *Moving into English*, to find a story or non-fiction text.
- e. Use the index page of a Grade 3 level non-fiction text, such as an encyclopedia, to find information.
- f. Find information on a page of text using a title, heading, sub-heading or label.

Reading

ELA.2.3.4 Read for enjoyment a variety of grade appropriate texts.

(For example, students will voluntarily choose to read a favorite story book, picture book, reference book or comic.)

Student Learning Outcomes

- a. Show interest in and enjoyment of books in Read Aloud and Shared Reading by listening attentively, joining in with reading and participating in related activities.
- b. Select known books read by the teacher and leaf through while reading most of the text.
- c. Show a preference for some favorite books by selecting them to leaf through, read and talk about the content with the teacher.
- d. Select favorite books to read silently during free time.
- e. Select a wider range of text types to read silently, including picture books, reference books and comics.
- f. Sustain interest in a book selected from the class or school library.

Grade 3

Reading

ELA.2.3.5 Comprehend what is read orally.

(For example, students will be able to read a text aloud and demonstrate their understanding by retelling or answering questions about the content.)

Student Learning Outcomes**Grade 3**

- a. Participate in a Read Aloud or Shared Reading activity, using a Grade 3 level fiction text, and help the teacher retell the story.
- b. Participate in a Read Aloud or Shared Reading activity, using a Grade 3 level fiction or non-fiction text, and answer questions about the text.
- c. Read a Grade 3 level text aloud to the teacher, with good pronunciation.
- d. Read aloud to the teacher, a Grade 3 level fiction text, that is familiar from Read Aloud or Shared Reading, and retell the main events.
- e. Read aloud to the teacher, a Grade 3 level fiction text that is familiar from Read Aloud or Shared Reading, and answer questions about the main events and characters.
- f. Read aloud to the teacher, a Grade 3 level non-fiction text, that is familiar from Read Aloud or Shared Reading, and restate the main ideas.
- g. Read aloud to the teacher, a Grade 3 level non-fiction text, that is familiar from Read Aloud or Shared Reading, and answer questions about the main ideas.
- h. Recognize some simple examples of cause and effect in texts.
- i. Interpret information from diagrams, charts and graphs.

Writing

ELA.3.3.1 Use knowledge of phonics to spell common content words.

(For example, students will be able to use knowledge of phonemes and English spelling conventions to spell common words.)

Student Learning Outcomes

- a. Recognize all the phoneme and letter correspondences used in their First Language.
- b. Recognize that some phoneme and letter correspondences learned in First Language are the same in English.
- b. Transfer knowledge of all the phonemes and letters used both in their First Language and in English.
- c. Recognize all new phonemes used in English that are not used in First Language.
- d. Recognize all phonemes used in English and be able to match the sounds with the most common letter or letters used to represent them.
- e. Write using intuitive spelling that is mostly phonetically correct.
- f. Recognize common spelling patterns and apply them to new words, such as the *-ck* endings in *back*, *lock* and *quick*.
- f. Participate in Shared Writing activities using decoding skills to blend phonemes to form words.
- g. Play simple spelling games on a computer, such as the free games found on websites such as <http://www.readwritethink.org/materials/construct/>.

Grade 3

Writing

ELA.3.3.2 Illustrate an experience and write a brief description of it using sentences.

(For example, students will be able to draw or retell an event and write a description in sequence, describing the setting, characters and events in detail, using correct sentence structure.)

Student Learning Outcomes**Grade 3**

- a. Participate in Shared Writing activities retelling an event or shared experience, such as a problem-solving activity, an educational visit to the local environment or listening to a story, joining in by suggesting more informed ideas at word and sentence level.
- b. Draw or paint a sequence of pictures to describe a significant event and write more detailed captions in English with help from the teacher.
- c. Participate in a Shared Writing activity to describe a real or fictional setting, such as a forest, island or village, using a familiar story book as a model.
- d. Participate in a Shared Writing activity to describe a real or fictional character, such as a friend, a teacher or an animal, using a familiar story book as a model.
- e. Participate in a Shared Writing activity to describe a real or fictional event, using a familiar story book as a model.
- f. Transfer the general skills and strategies of the writing process developed in the First Language to writing in English.
- g. Follow the writing process to write a simple account.
- h. Generate ideas for writing and record them as a sequence of pictures or on a simple graphic organizer.
- i. Write a first draft using intuitive spelling.
- j. Edit and revise the first draft, with help from the teacher and reference materials such as dictionaries and word banks.
- k. Write and publish a final copy.

Writing

ELA.3.3.3 Build vocabulary using word families.

(For example, students will be able to apply common prefixes and suffixes to form the correct words in their writing, such as *walk*, *walked* and *walking* or *lock* and *unlock*.)

Student Learning Outcomes

- a. Write using a limited vocabulary of English words and word families.
- b. Expand basic word families, such as by using *-ed* and *-ing* endings to denote tense (*walk*, *walked*, *walking*).
- c. Expand simple rhyming word families that share common onset (*man*, *mat*, *may*) or rime (*bit*, *sit*, *hit*).
- d. Use common prefixes with simple vocabulary in their writing, such as *un-* and *re-* in their writing.
- e. Play simple word-building games on a computer.

Grade 3

Literature

ELA.4.3.1 Listen to a variety of literary genres and relate them to personal experiences. (For example, students will be able to listen to genres such as fairy tales, poems, fables, short stories and non-fictional accounts and describe how they remind them of their own personal experiences.)

Student Learning Outcomes**Grade 3**

- a. Listen to and view a variety of Grade 3 level illustrated rhymes, songs and poems in big books or on screen.
- b. Listen to and view a variety of Grade 3 level fiction and non-fiction texts and talk about them in their first language and in English, comparing and contrasting with their first-hand experience.
- c. Join in with rhymes, songs and poems with appropriate actions.
- d. Participate in oral retelling of Grade 3 stories, led by the teacher, using appropriate actions.
- e. Participate in practical activities related to a variety of Grade 3 level texts, such as role-playing, drama, cooking, making or planting.

Literature

ELA.4.3.2 Illustrate a part of a literary text to show understanding.

(For example, students will be able to draw, paint or model, in detail, events and characters from a text and write descriptions, labels and comments.)

Student Learning Outcomes

- a. Create pictures, models and art work in response to Grade 3 level rhymes, songs, poems and stories experienced in big books or on screen.
- b. Create pictures, models and art work to illustrate characters from Grade 3 level stories experienced in big books or on screen.
- c. Create pictures, models and art work to illustrate episodes and events from Grade 3 level stories experienced in big books or on screen.
- d. Write labels, captions and short descriptions, with assistance from the teacher, for art work produced in response to literary texts.
- e. Use a computer software package, such as Paint, to illustrate and write captions, labels and comments in response to a literary text.
- f. Recognize and use terms related to books, including cover, title page, author, text and illustration.

Grade 3

Listening and Speaking**Reading****Writing****Literature**

At Grade 4, students will have made the transition to English Medium education. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well, excluding the first language lesson. English language should be used by students and teachers for most purposes within the classroom in all subject areas. The aim is to develop English skills for both social and academic purposes and build vocabulary.

Up to two hours of instruction in English will be conducted per day, with less frequent changes of activity. Extra lesson will be given to students who are having difficulties. The lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities.

The English lesson will be conducted exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language should not occur unless clearly signaled by the teacher.

Students will listen to a range of more complex texts, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in retelling and dramatization, using creativity and imagination. They will use these texts as models for their own writing.

Grade 4 students will engage in enjoyable and creative games and practical activities, mainly in pairs and small groups. ESL teacher guides and student materials will provide a variety of suitable activities. Adapted, high interest texts for English language learners, will be used.

Grade 4 students will respond with growing confidence to more complex questions and will be able to express ideas and personal opinions in English. They will construct more complex sentences using knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from a wide range of reading experiences.

Grade 4 students will participate in Shared and Guided Reading and Writing activities that will extend their vocabulary, improve comprehension and scaffold the development of independent reading and writing skills. A writing workshop approach will be used to support the four stages of the writing process; generating ideas, drafting, editing and revising and publishing. They will also continue to develop reading and writing skills in their first language in the Vernacular Language Arts class, and will continue to transfer these skills to reading and writing in English.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

Grade 4

**Listening and
Speaking**

ELA.1.5.1 Respond to oral and visual communications.

(For example, students will be able to engage in conversations, discussions and debates and demonstrate understanding of plays, presentations and illustrated talks by commenting and discussing and asking and answering questions.)

Student Learning Outcomes**Grade 4**

- a. Understand and follow all classroom directions and instructions in English medium.
- b. Listen and respond to a range of questions about a variety of texts in all curriculum areas.
- c. Listen to a variety of narratives, including plays, both read by the teacher and recorded electronically, and discuss and answer questions about the events described, responding with personal opinions and relating events to personal experiences.
- d. Listen to a variety of narratives and respond with personal opinions.
- e. Participate in a group retelling of a narrative using drama, media or electronic media.
- f. Listen to and observe a variety of presentations made by the teacher and via electronic means and discuss how the presentations are structured.

Listening and Speaking

ELA.1.5.2 Speak appropriately for different audiences and purposes.

(For example, students will be able to deliver, with focused organization, clarity and accuracy, descriptions, presentations, narratives and informal talks to peers, adults and others.)

Student Learning Outcomes

- a. Engage in greetings and conversations, including role play, asking and answering appropriate questions on topics of general interest.
- b. Ask and answer questions about Grade 4 level topics in all curriculum areas to support transition to English medium.
- c. Prepare an oral presentation following a format developed using a simple table provided by the teacher.
- d. Make an oral presentation of factual content to peers and receive feedback.
- e. Observe a peer presentation and offer feedback in the form of one positive comment and one suggestion for improvement.
- f. Give oral instructions and directions, for example, when playing a game.
- g. Use informal English voluntarily for different purposes in some group work with peers.

Grade 4

**Listening and
Speaking**

ELA.1.5.3 Demonstrate comprehension through retelling.

(For example, students will be able to listen to and accurately recall and analyze information and convey that information to others in a logical and coherent way.)

Student Learning Outcomes**Grade 4**

- a. Listen attentively to short Grade 4 fiction texts containing some recurring sentence structures, read by the teacher or viewed as electronic media, and use context clues to determine meaning.
- b. Listen attentively to readings of short Grade 4 non-fiction texts with some recurring sentence structures, read by the teacher or viewed as electronic media, and use context clues to determine meaning.
- c. Recall main ideas and some supporting details of what is heard and viewed.
- d. Classify and arrange main ideas and supporting details in an organizer such as a list or table, using key words and pictures.
- e. Retell narratives heard or viewed, with some attention to detail and correct sequence of events, (using words and phrases such as, *first, next, after that, finally*) and using an organizer as a prompt.
- f. Convey information from a Grade 4 level non-fiction text in a logical order, using a graphic organizer provided by the teacher as a prompt.

Listening and Speaking

ELA.1.5.4 Apply knowledge of verbal and non verbal language to build vocabulary.

(For example, students will be able to understand new vocabulary by recognizing roots (such as the root *cycl* meaning circle or wheel in *bicycle*, *cyclone* and *cyclical*) or interpreting accompanying gestures, body language and tone of voice.)

Student Learning Outcomes

- a. Listen to Grade 4 level stories and other genres on electronic media and gain new vocabulary.
- b. Collect short lists of synonyms for common words, write them in a journal and use them in speech.
- c. Know a few words that are derived from a common root (*port=carry: transport, porter. Vid/vis=see; video, vision*)
- d. Collect short lists of roots and their word families and meanings, especially scientific terms, write them in a journal and use their expanded form in speech.
- e. Make limited use of a dictionary to find the meaning of new words.

Grade 4

Reading

ELA.2.5.1 Identify a variety of word strategies to build meaning.

(For example, students will be able to show how to determine meaning using context clues and knowledge of word roots, prefixes and suffixes.)

Student Learning Outcomes**Grade 4**

- a. Demonstrate growing mastery and independent use of decoding, picture clues, context clues, prior knowledge and prediction where necessary and appropriate when reading Grade 4 level texts aloud.
- b. Apply awareness of common word endings that denote tense, including *-ing* and *-ed*, to build meaning when reading.
- c. Apply awareness of common word endings that denote plurality, including *-s*, *-es*, and *-ies*, to build meaning when reading.
- d. Use awareness of common root words, such as *port=carry: transport, porter* and *vid/vis=see; video, evidence, vision*, to determine the meaning of new words when reading.
- e. Read Grade 4 level fiction and non-fiction text aloud with near-grade level fluency and accuracy of intonation and expression.
- f. Recognize some common prefixes, such as *un-* and *pre-*, and demonstrate understanding of their meaning when reading.
- g. Recognize some common suffixes, such as *-er* and *-est*, and demonstrate understanding of their meaning when reading.
- h. Distinguish between different words with the same spelling (*called heteronyms: for example, fly can be a noun or a verb*) using context clues, when reading.
- i. Make use of a dictionary to find the meanings of unknown words.

Reading

ELA.2.5.2 Read and respond to a variety of texts.

(For example, students will be able to read a variety of texts including reports, narratives, descriptions and explanations and respond appropriately such as by demonstrating understanding or following instructions.)

Student Learning Outcomes

- a. Participate in Shared and Guided reading activities that identify a purpose for reading a selected Grade 4 level fiction or non-fiction text.
- b. Participate in Shared and Guided reading activities that identify the structural aspects of Grade 4 level narrative texts, including the beginning, middle and ending.
- c. Participate in Shared and Guided reading activities that identify the structural features of Grade 4 level expository texts, including identifying topic sentence, main idea and supporting details.
- d. Make and confirm predictions about Grade 4 level texts by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences and key words.
- e. Read and retell Grade 4 level narrative texts.
- f. Participate in Shared and Guided reading activities that summarize the main points and supporting details of Grade 4 level expository texts.
- g. Read and recognize the purpose of Grade 4 level persuasive texts.
- h. Read and interpret details of Grade 4 level descriptive texts.
- i. Participate in Shared and Guided reading activities that demonstrate the use of appropriate strategies when reading for different purposes, such as skimming for specific information.
- j. Read Grade 4 level expository texts, including instructions for an activity, and demonstrate understanding by carrying out the activity correctly.

Grade 4

Reading

ELA.2.5.3 Ask and answer questions at different cognitive levels.

(For example, students will be able to compose and answer questions that relate to Bloom's cognitive levels: 1. Knowledge; 2. Comprehension; 3. Application; 4. Analysis; 5. Synthesis; 6. Evaluation.)

Student Learning Outcomes**Grade 4**

- a. In Shared and Guided reading activities, generate and answer '*before, during and after reading*' questions in order to help identify or recall information from a range of Grade 4 level texts.
- b. In Shared and Guided reading activities, generate and answer '*before, during and after reading*' questions in order to help summarize and draw inferences from a range of Grade 4 level texts.
- c. Identify, recognize and apply facts, instructions or principles from a range of Grade 4 level texts.
- d. In Shared and Guided reading activities, ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 4 level texts.
- e. In Shared and Guided reading activities, ask and answer questions that infer, predict and combine ideas, information and concepts contained in Grade 4 level texts.
- f. In Shared and Guided reading activities, ask and answer questions that develop opinions and judgments about information and concepts contained in Grade 4 level texts.

Reading

ELA.2.5.4 Use appropriate strategies to analyze and summarize information.

(For example, students will be able to use strategies such as critical reading and reading beyond the literal to analyze texts and use strategies such as note-taking and using graphic organizers to summarize.)

Student Learning Outcomes

- a. Read the first paragraph of a Grade 4 level text and identify the topic statement and controlling idea.
- b. Read silently and aloud from a Grade 4 level text and give an oral summary after each paragraph.
- c. Read silently and aloud from a Grade 4 level text and create a summary using a graphic organizer.
- d. Read silently from a Grade 4 level text and self-monitor comprehension, re-reading when necessary and asking and answering their own questions about the text.
- e. Working in groups, read silently and aloud from a Grade 4 level text and create a group summary of the text.
- f. Read a Grade 4 level text and recognize the author's purpose and how this relates to the choice of language and structure.
- g. Read a Grade 4 level text and voice an inference, opinion or conclusion based on the relationships between two or more ideas expressed in the text.
- h. Read a Grade 4 level text and voice an opinion or conclusion based on reading beyond the literal meaning of the text.

Grade 4

Reading

ELA.2.5.5 Use text structure to read with fluency for a variety of purposes.

(For example, students will be able to read aloud with good expression by following the specific text structure such as line breaks and verses in a poem in order to find information, follow directions, critically analyze or for pleasure.)

Student Learning Outcomes**Grade 4**

- a. Develop fluency through repeated reading of simplified, familiar and Grade 4 level texts with high-interest, motivational content, such as plays, instructions, jokes and funny stories.
- b. Engage in pre-reading oral activities that expand vocabulary and build familiarity with the language of Grade 4 level texts.
- c. Recognize simple, compound and short complex sentences in a Grade 4 level text and read aloud appropriately.
- d. Recognize dialogue in a Grade 4 level text and read aloud appropriately.
- e. Recognize question marks in Grade 4 texts and read aloud appropriately.
- f. Pause appropriately in reading aloud when encountering punctuation and other sentence structures that require it.
- g. Read a Grade 4 text aloud to the teacher, with mostly-correct pronunciation and expression.
- h. Recognize the structure and character of different Grade 4 level text types (narrative, expository, descriptive and persuasive) and read aloud using intonation appropriate to the text type.
- i. Recognize key words and phrases in Grade 4 level fiction and non-fiction texts and emphasize them in reading aloud.
- j. Identify a purpose for reading, select an appropriate Grade 4 level text and extract the required information or detail in order to achieve the purpose.
- k. Read Grade 4 level texts in all curriculum areas in order to gather information, follow directions, accomplish learning tasks and develop practical skills.

Writing

ELA.3.5.1 Use grade appropriate pre-writing strategies before writing.

(For example, students will be able to identify purpose and audience, brainstorm, plan and organize ideas and use a variety of prompts and organizers.)

Student Learning Outcomes

- a. Transfer process writing strategies mastered in First Language to English.
- b. Participate in Shared and Guided Writing activities appropriate for Grade 4, that model the writing process, developing a range of text types at Grade 4 level.
- c. Identify a purpose and audience for their own writing.
- d. Generate ideas for writing based on model texts from Shared Reading activities.
- e. Generate ideas that suit the purpose for writing and audience, through class discussion and brainstorming, and record them by drawing or by writing on a graphic organizer.
- f. Discuss ideas with the teacher or a peer before writing.
- g. Compose sentences and say them aloud to a peer before writing.

Grade 4

Writing

ELA.3.5.2 Use reference materials to gather information to support writing.

(For example, students will be able to use dictionaries, thesauruses, encyclopedia, non-fiction reference books and the internet to find information relevant to their writing task.)

Student Learning Outcomes**Grade 4**

- a. Generate ideas for writing from Shared and individual reading, using a variety of Grade 5 level fiction and non-fiction texts.
- b. Maintain a journal containing interesting facts and ideas for writing projects, and use it as a prompt for writing.
- c. Identify main ideas and supporting details in Shared and individually read texts and note them on a graphic organizer for use in their own writing.
- d. Select appropriate Grade 4 level resource materials, including electronic texts, search for relevant information and extract key points and supporting details to support a writing task.

Writing

ELA.3.5.3 Write for specific purposes.

(For example, students will be able to write letters, reports, descriptions, accounts and narratives that are appropriate for their purpose.)

Student Learning Outcomes

- a. Identify a realistic purpose for writing and an intended audience, such as a narrative picture book to entertain younger children.
- b. Write a first draft using a prompt, model, framework or organizer as a guide.
- c. Write simple narratives using simple literary features, such as similes.
- d. Write using structures and features modeled on familiar Grade 4 level texts studied in Shared Reading, including narrative and expository texts.
- e. Write non-fiction texts that begin with a strong topic sentence and continue with supporting details.
- f. Keep a writing journal and make frequent short entries on items of personal interest.
- g. Type and print or display a short piece of writing using a simple word processor.
- h. Write using neatly formed, forward sloping and mostly uniform cursive script.

Grade 4

Writing

ELA.3.5.4 Demonstrate writing skills by revising and editing own writing and those of others.

(For example, students will be able to demonstrate the writing process skills of drafting, editing, re-drafting and publishing.)

Student Learning Outcomes**Grade 4**

- a. Participate in Shared Writing activities with a focus on editing and revising a grade 4 level text.
- b. Use resources such as dictionaries, word-banks and word-walls to identify some spelling errors, in their own writing and the writing of others, and correct them.
- e. Edit and revise a first draft, using a check list, to improve punctuation and grammar, to improve word choice and to achieve the writer's purpose.
- f. Type and print a short piece of writing using Microsoft Word or other word processor.
- g. Make a final copy and publish it for the intended audience.
- h. Receive feedback on the published writing from the intended audience.
- i. Incorporate audience feedback into the next writing project.
- j. Read and identify three positive features of a peer's writing.
- k. Read and identify three ways in which a peer can improve their writing.
- l. Keep a Writing Portfolio containing examples of writing projects completed in Grade 4, including self-evaluated pieces that illustrate the four stages of the writing process and show improvement over time.

Literature

ELA.4.5.1 Read, listen to or view a variety of children's literature and retell it to peers.

(For example, students will be able to read, listen to or view stories, poetry, dramas and other forms of literature and retell with sufficient detail.)

Student Learning Outcomes

- a. Read, listen to and view a range of narrative genres appropriate to Grade 4 level English learners.
- b. Recognize the narrative structure of a range of stories, poems and dramas appropriate to Grade 4 level English learners, and use the structure to aid retelling.
- c. Read, listen to and view a range of stories, poems and dramas appropriate to Grade 4 level English learners and participate in related creative activities.
- d. Read, listen to and view a range of narrative genres appropriate to Grade 4 level English learners and retell to peers with assistance from the teacher.
- e. Read, listen to and view a range of narrative genres appropriate to Grade 4 level English learners and retell through illustrated presentation, role play and drama.
- f. Recognize and use terms related to books and electronic media, including cover, title page, author, text, illustration, website, disk, menu and screen.

Grade 4

Literature

ELA.4.5.2 Discuss the moral of a story or piece of literature and compare it to their own cultural values.

(For example, students will be able to state their point of view and participate in discussions.)

Student Learning Outcomes**Grade 4**

- a. Read, listen to or view a story or piece of literature appropriate to Grade 4 and discuss it with peers.
- b. Read, listen to or view a story or piece of literature appropriate to Grade 4 and recognize and discuss its main themes.
- c. Compare and contrast settings, characters and events in Grade 4 level stories and literature to their own experiences.
- d. Compare and contrast the thoughts and actions of characters portrayed in Grade 4 level stories and literature to personal thoughts and experiences.
- e. Compare and contrast cultural artifacts and activities portrayed in Grade 4 level stories and literature with local culture.

Literature

ELA.4.5.3 Illustrate the sequence of key events in a story.

(For example, students will be able to identify and sequence elements of plot such as problem, conflict, crisis, climax and resolution.)

Student Learning Outcomes

- a. Read, listen to or view a variety of imaginative narratives appropriate to Grade 4 English language learners and identify the key events.
- b. Read, listen to or view a variety of narratives appropriate to Grade 4 English language learners and illustrate the sequence of key events in art work or through drama.
- c. Create a graphical representation of the rising and falling action in the plot of a variety of narratives appropriate to Grade 4 English language learners.
- d. Recognize the key words the author uses to sequence the action in a narrative.

Grade 4

Literature

ELA.4.5.4 Describe the characteristics of a variety of genres.

(For example, students will be able to describe the differences between poetry, legend and non-fiction.)

Student Learning Outcomes

- a. Experience and respond to a range of different simple narrative genres suitable for Grade 4 English language learners, including fables, fairy tales, realistic fiction, myths and legends.
- b. Recognize distinctive features of different narrative genres suitable for Grade 4 English language learners, such as setting, characters, dialogue and plot.
- c. Demonstrate an understanding of the similarities and differences between a variety of different literature genres read, listened to or viewed.

Grade 4

Literature

ELA.4.5.5 Demonstrate comprehension through oral retelling of a simple story, paraphrasing and summarizing orally.

Student Learning Outcomes

- a. Read and orally retell Grade 4 level narrative texts, correctly sequencing the order of main events.
- b. Demonstrate an appreciation for the creative use of language in Grade 4 level stories, such as by recognizing rhyme and enjoying humor.
- c. Discuss personal views and opinions about a range of Grade 4 level literary texts read, listened to or viewed on screen.
- d. Discuss how the author's choice of words and illustrations contributes to the reader's or listener's understanding of a Grade 4 picture story book.

Grade 4

ELA.2.5.6 Read a variety of level appropriate texts for a variety of purposes.

(For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to find information, follow directions, critically analyze or for pleasure.)

This benchmark has been incorporated into ELA.2.5.5

There is no equivalent benchmark for Grade 6

Listening and Speaking**Reading****Writing****Literature**

At Grade 5, students will continue to develop fluency through English Medium education. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language should be used by students and teachers for most purposes within the classroom in all subject areas, except for first language lessons. The aim is to achieve fluency in English for academic purposes.

English lessons will provide up to two hours of instruction per day, with less frequent changes of activity. The lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities. Collaboration between teachers will enable English skills to be developed in all subject areas across the curriculum.

Students will listen to and view, with growing engagement, a range of more complex texts, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination. They will respond with growing confidence to more complex questions and will be able to express ideas and personal opinions in English. They will construct more complex sentences using knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from a wide range of reading, listening and viewing experiences.

The English lesson will be conducted exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language should not occur.

Grade 5 students will engage in enjoyable and creative games and practical activities, mainly in pairs and small groups. Teacher guides will provide a variety of suitable activities. Adapted, high interest texts for English language learners will be used.

They will continue to develop reading skills in first language in the Vernacular Language Arts class, and will continue to transfer these skills to reading in English. Students will continue to widen their oral vocabulary and reading comprehension skills across the curriculum.

Grade 5 students should work at near-native speaker grade level. Materials designed for Grade 5 learners of English should be used, such as Harcourt's *Moving into English*. A rich variety of age-appropriate reading materials should be available, including a range of fiction and non-fiction genres designed or adapted for learners of English. This material should be at the student's interest and intellectual level, but designed to be accessible to learners of English. Language Arts materials designed for English speakers of lower than Grade 5 may not be suitable for these learners.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

Grade 5

Listening and Speaking

ELA.1.5.1 Respond to oral and visual communications.

(For example, students will be able to engage in conversations, discussions and debates and demonstrate understanding of plays, presentations and illustrated talks by commenting and discussing and asking and answering questions.)

Student Learning Outcomes

- a. Understand and follow all classroom directions, instructions and teacher presentations in English medium.
- b. Listen and respond at length, with supporting details, to a range of open questions about a variety of texts in all curriculum areas, using linking words to form complex sentences (*but, because, instead of, rather than*).
- c. Listen to a variety of narratives from different cultures, including plays, read by the teacher and recorded electronically, and discuss and answer questions, responding with personal opinions and relating content to personal experiences.
- d. Practice using active listening skills, including determining a purpose, such as to comprehend the main idea and supporting details.
- e. Participate in a group retelling of narrative and other texts, using drama, media or electronic media.
- h. Listen to and observe a variety of presentations and illustrated talks made by the teacher, peers and via electronic means, compare and determine how the presentations are structured.
- f. Model the structure of presentations on a table.

Grade 5

Listening and Speaking

ELA.1.5.2 Speak appropriately for different audiences and purposes.

(For example, students will be able to deliver, with focused organization, clarity and accuracy, descriptions, presentations, narratives and informal talks to peers, adults and others.)

Student Learning Outcomes

- a. Engage in more prolonged greetings and conversations, including role play in a variety of situations, asking and answering appropriate questions on topics of general interest.
- b. Ask and answer questions about Grade 5 level topics in all curriculum areas to support transition to English medium.
- c. Prepare an oral presentation following a format, such as a table, modeled on one developed after listening to an earlier presentation.
- d. Prepare media to illustrate a presentation, including media from an electronic source, such as clipart.
- e. Make an oral presentation of factual content or to give directions, to peers and other audiences, using a variety of media, and receive feedback.
- f. Observe a peer presentation and offer feedback in the form of positive comments and suggestions for improvement.
- g. Give detailed oral instructions and directions in games and other activities.
- h. Use informal English voluntarily for a wider range of different purposes in most group work with peers.

Grade 5

Listening and Speaking

ELA.1.5.3 Demonstrate comprehension through retelling.

(For example, students will be able to listen to and accurately recall and analyze information and convey that information to others in a logical and coherent way.)

Student Learning Outcomes**Grade 5**

- a. Listen attentively to longer Grade 5 fiction texts containing fewer recurring sentence structures, read by the teacher or viewed as electronic media, and use context clues to determine meaning.
- b. Listen attentively to readings of longer Grade 5 non-fiction texts with fewer recurring sentence structures, read by the teacher or viewed as electronic media, and use context clues to determine meaning.
- c. Recall main ideas and most supporting details of what is heard and viewed.
- d. Classify and arrange main ideas and most supporting details in an organizer such as a list or table, using key words.
- e. Retell narratives heard or viewed, with some attention to detail and correct sequence of events, (using words and phrases such as, *first, next, after that, finally, at last,*) and using an organizer as a prompt.
- f. Convey information from a Grade 5 level non-fiction text in a logical order, using a graphic organizer provided by the teacher as a prompt.

**Listening and
Speaking**

ELA.1.5.4 Apply knowledge of verbal and non verbal language to build vocabulary.

(For example, students will be able to understand new vocabulary by recognizing roots (such as the root *cycl* meaning circle or wheel in *bicycle*, *cyclone* and *cyclical*) or interpreting accompanying gestures, body language and tone of voice.)

Student Learning Outcomes

- a. Listen to Grade 5 level stories and other genres on electronic media and gain new vocabulary.
- b. Collect longer lists of synonyms for common words in a journal and use them in speech.
- c. Know a few more words that are derived from a common root (*dict=tell: dictionary, dictate. act=do; action, actor*)
- d. Collect longer lists of roots and their word families and meanings, especially Scientific terms, write them in a journal and use their expanded form in speech.
- e. Make more regular use of a dictionary to find the meaning of new words.
- f. Begin to use a Thesaurus to find synonyms of new words.

Grade 5

Reading

ELA.2.5.1 Identify a variety of word strategies to build meaning.

(For example, students will be able to show how to determine meaning using context clues and knowledge of word roots, prefixes and suffixes.)

Student Learning Outcomes**Grade 5**

- a. Demonstrate near mastery and independent use of decoding, picture clues, context clues, prior knowledge and prediction where necessary and appropriate when reading Grade 5 level texts aloud.
- b. Apply knowledge of common word endings that denote tense, including *-ing* and *-ed*, to build meaning when reading.
- c. Apply knowledge of common word endings that denote plurality, including *-s*, *-es*, and *-ies*, to build meaning when reading.
- d. Use knowledge of common root words, such as *port=carry: transport, porter* and *vid/vis=see; video, evidence, vision*, to determine the meaning of new words when reading.
- e. Read Grade 5 level fiction and non-fiction texts aloud with near-grade level fluency and accuracy of intonation and expression.
- f. Recognize most common prefixes, such as *un-* and *pre-*, and demonstrate understanding of their meaning when reading.
- g. Recognize most common suffixes, such as *-er* and *-est*, and demonstrate understanding of their meaning when reading.
- h. Distinguish between different words with the same spelling (*called heteronyms: for example, sow-pig and sow-plant*) using context clues, when reading.
- j. Recognize and suggest antonyms to some common words.
- i. Make use of dictionaries and thesauruses and to find the meanings of unknown words.

Reading

ELA.2.5.2 Read and respond to a variety of texts.

(For example, students will be able to read a variety of texts including reports, narratives, descriptions and explanations and respond appropriately such as by demonstrating understanding or following instructions.)

Student Learning Outcomes

- a. Identify a purpose for reading a selected Grade 5 level fiction or non-fiction text.
- b. Read and identify the structural aspects of Grade 5 level narrative texts, including the setting, characters, conflict and resolution.
- c. Read and identify the structural features of Grade 5 level expository texts, including identifying topic sentence, main idea and supporting details.
- d. Make and confirm predictions about Grade 5 level texts by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, key words, and foreshadowing clues.
- e. Read and retell Grade 5 level narrative texts.
- f. Read and summarize the main points and supporting details of Grade 5 level expository texts.
- g. Read and recognize the purpose of Grade 5 level persuasive texts.
- h. Read and interpret details of Grade 5 level descriptive texts.
- i. Use appropriate strategies when reading for different purposes, such as skimming and scanning for specific information in a Grade 5 level text.
- j. Read Grade 5 level expository texts, including instructions for an activity or a recipe, and demonstrate understanding by carrying out the activity or following the recipe correctly.

Grade 5

Reading

ELA.2.5.3 Ask and answer questions at different cognitive levels.

(For example, students will be able to compose and answer questions that relate to Bloom's cognitive levels: 1. Knowledge; 2. Comprehension; 3. Application; 4. Analysis; 5. Synthesis; 6. Evaluation.)

Student Learning Outcomes**Grade 5**

- a. In Shared, Guided and some independent reading activities, generate and answer '*before, during and after reading*' questions in order to help identify or recall information from a range of Grade 5 level texts across the curriculum.
- b. In Shared, Guided and some independent reading activities, generate and answer '*before, during and after reading*' questions in order to help summarize and draw inferences from a range of Grade 5 level texts across the curriculum.
- c. Identify, recognize and apply facts, instructions or principles from a range of Grade 5 level texts across the curriculum.
- d. In Shared, Guided and some independent reading activities, ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 5 level texts across the curriculum.
- e. In Shared, Guided and some independent reading activities, ask and answer questions that infer, predict and combine ideas, information and concepts contained in Grade 5 level texts across the curriculum.
- f. In Shared, Guided and some independent reading activities, ask and answer questions that develop opinions and judgments about information and concepts contained in Grade 5 level texts across the curriculum.

Reading

ELA.2.5.4 Use appropriate strategies to analyze and summarize information.

(For example, students will be able to use strategies such as critical reading and reading beyond the literal to analyze texts and use strategies such as note-taking and using graphic organizers to summarize.)

Student Learning Outcomes

- a. Read the first paragraph of a Grade 5 level text and identify the topic statement and controlling idea.
- b. Read silently and aloud from a Grade 5 level text and give an oral summary after each paragraph.
- c. Read silently and aloud from a Grade 5 level text and create a summary using a graphic organizer.
- d. Read silently from a Grade 5 level text and self-monitor comprehension, re-reading when necessary and asking and answering their own questions about the text.
- e. Working in groups, read silently and aloud from a Grade 5 level text and create a group summary of the text.
- f. Read a Grade 5 level text and recognize the author's purpose and how this relates to the choice of language and structure.
- g. Read a Grade 5 level text and voice an inference, opinion or conclusion based on the relationships between two or more ideas expressed in the text.
- h. Read a Grade 5 level text and voice an opinion or conclusion based on reading beyond the literal meaning of the text.

Grade 5

Reading

ELA.2.5.5 Use text structure to read with fluency for a variety of purposes.

(For example, students will be able to read aloud with good expression by following the specific text structure such as line breaks and verses in a poem in order to find information, follow directions, critically analyze or for pleasure.)

Student Learning Outcomes**Grade 5**

- a. Develop fluency through repeated reading of familiar Grade 5 level texts with high-interest, motivational content, such as plays, instructions, jokes and funny stories.
- b. Engage in pre-reading oral activities that expand vocabulary and build familiarity with the language of Grade 5 level texts.
- c. Recognize simple, compound and more complex sentences in a Grade 5 level text and read aloud appropriately.
- d. Recognize dialogue in a Grade 5 level text and read aloud appropriately.
- e. Recognize question marks in Grade 5 texts and read aloud appropriately.
- f. Pause appropriately in reading aloud when encountering punctuation and other sentence structures that require it.
- g. Read a Grade 5 text aloud to the teacher or small group, with near-correct pronunciation and expression.
- h. Recognize the structure and character of different Grade 5 level text types (narrative, expository, descriptive and persuasive) and read aloud using intonation appropriate to the text type.
- i. Recognize key words and phrases in Grade 5 level fiction and non-fiction texts and emphasize them in reading aloud.
- j. Identify a purpose for reading, select an appropriate Grade 5 level text and extract the required information or detail in order to achieve the purpose.
- k. Read Grade 5 level texts in all curriculum areas in order to gather information, follow directions, accomplish learning tasks and develop practical skills.

Writing

ELA.3.5.1 Use grade appropriate pre-writing strategies before writing.

(For example, students will be able to identify purpose and audience, brainstorm, plan and organize ideas and use a variety of prompts and organizers.)

Student Learning Outcomes

- a. Participate in Shared and Guided Writing activities, appropriate for Grade 5, that model the writing process, developing a range of text types at Grade 5 level.
- b. Recognize the main structural characteristics of the four text types (narrative, expository, descriptive and persuasive).
- c. Identify a purpose and audience for their own writing.
- d. Generate ideas for writing based on model texts from Shared Reading activities.
- e. Generate ideas that suit the purpose for writing and audience, through class discussion and brainstorming, and record them on a prompt or organizer.
- f. Discuss ideas with the teacher or a peer before writing.
- g. Compose sentences and say them aloud to a peer before writing them down.

Grade 5

Writing

ELA.3.5.2 Use reference materials to gather information to support writing.

(For example, students will be able to use dictionaries, thesauruses, encyclopedia, non-fiction reference books and the internet to find information relevant to their writing task.)

Student Learning Outcomes

- a. Generate ideas for writing from Shared and individual reading, using a variety of Grade 5 level fiction and non-fiction texts.
- b. Maintain a journal containing interesting observations, facts and ideas for writing projects, and use it as a prompt or resource for writing.
- c. Identify main ideas and supporting details in Shared and individually read texts and note them on a graphic organizer for use in their own writing.
- d. Select appropriate Grade 5 level resource materials, including electronic texts, search for relevant information and extract key points and supporting details to support a writing task.

Grade 5

Writing

ELA.3.5.3 Write for specific purposes.

(For example, students will be able to write letters, reports, descriptions, accounts and narratives that are appropriate for their purpose.)

Student Learning Outcomes

- a. Identify a realistic purpose for writing and an intended audience, such as a funny story to entertain peers or a ‘thank you’ letter to a relative.
- b. Write a first draft using a prompt, model, framework or organizer as a guide.
- c. Write using simple literary features, such as similes and metaphors.
- d. Write using structures and features modeled on familiar Grade 5 level texts studied in Shared Reading, including narrative, descriptive and expository texts.
- e. Write non-fiction texts that begin with a strong topic sentence and continue with supporting details laid out in a logical sequence of linked paragraphs.
- f. Edit and revise a first draft, using a check list, to improve spelling, punctuation and grammar, to improve word choice and to achieve the purpose.
- g. Type and print a short piece of writing using Microsoft Word or other word processor, using a spell check feature to correct some spelling errors.
- h. Make a final copy, either hand-written or typed, and publish it for the intended audience.
- i. Receive feedback on the published writing from the intended audience.
- j. Incorporate audience feedback into the next writing project.
- k. Keep a writing journal and make frequent short entries on items of personal interest.
- l. Write using neatly formed, forward sloping and mostly uniform cursive script appropriate for Grade 5.

Grade 5

Writing

ELA.3.5.4 Demonstrate writing skills by revising and editing own writing and those of others.

(For example, students will be able to demonstrate the writing process skills of drafting, editing, re-drafting and publishing.)

Student Learning Outcomes**Grade 5**

- a. Participate in Shared Writing activities with a focus on editing and revising a Grade 5 level text.
- b. Use resources such as dictionaries, word-banks and word-walls to identify about 50% of the spelling errors in their own writing and the writing of others, and correct them.
- c. Edit and revise a first draft, using a check list, to improve punctuation and grammar, to improve word and sentence choice and to achieve the writer's purpose.
- d. Use dictionaries and Thesauruses to improve word choice.
- e. Type and print a short piece of writing using Microsoft Word or other word processor, using a spell check feature to correct spelling errors.
- f. Make a final copy, either hand-written or typed, and publish it for the intended audience.
- g. Receive feedback on the published writing from the intended audience.
- h. Incorporate audience feedback into the next writing project.
- i. Read and identify three positive features of a peer's writing.
- i. Read and identify three ways in which a peer can improve their writing.
- k. Keep a Writing Portfolio containing examples of writing projects completed in Grades 4 and 5, including self-evaluated pieces that illustrate the four stages of the writing process and show improvement over time.

Literature

ELA.4.5.1 Read, listen to or view a variety of children’s literature and retell it to peers.
(For example, students will be able to read, listen to or view stories, poetry, dramas and other forms of literature and retell with sufficient detail.)

Student Learning Outcomes

- a. Read, listen to and view a range of narrative genres appropriate to Grade 5 level English learners.
- b. Recognize the narrative structure of a range of stories and other genres appropriate to Grade 5 level English learners, and use the structure to aid retelling.
- c. Read, listen to and view a range of narrative genres appropriate to Grade 5 level English learners and participate in related creative and practical activities.
- d. Read, listen to and view a range of narrative genres appropriate to Grade 5 level English learners and retell to peers with assistance from the teacher.
- e. Read, listen to and view a range of narrative genres appropriate to Grade 5 level English learners and retell through illustrated presentation, role play and drama.

Grade 5

Literature

ELA.4.5.2 Discuss the moral of a story or piece of literature and compare it to their own cultural values.

(For example, students will be able to state their point of view and participate in discussions.)

Student Learning Outcomes

- a. Read, listen to or view a story or piece of literature appropriate to Grade 5 and discuss and evaluate it with peers.
- b. Read, listen to or view a story or piece of literature appropriate to Grade 5 and recognize and discuss its main themes and moral messages.
- c. Compare and contrast settings, characters and events in Grade 5 level stories and literature to their own experiences.
- d. Compare and contrast the thoughts and actions of characters portrayed in Grade 5 level stories and literature to personal thoughts and experiences.
- e. Compare and contrast cultural artifacts, activities and values portrayed in Grade 5 level stories and literature with local culture.

Grade 5

Literature

ELA.4.5.3 Illustrate the sequence of key events in a story.

(For example, students will be able to identify and sequence elements of plot such as problem, conflict, crisis, climax and resolution.)

Student Learning Outcomes

- a. Read, listen to or view a variety of narratives appropriate to Grade 5 English language learners, including imaginative and realistic, and identify the key events.
- b. Read, listen to or view a variety of narratives appropriate to Grade 5 English language learners and illustrate the sequence of key events in art work or through drama.
- c. Create a graphical representation of the rising and falling action, conflict and resolution in the plot of a variety of narratives appropriate to Grade 5 English language learners.
- d. Recognize the key words the author uses to sequence the action in a narrative.

Grade 5

Literature

ELA.4.5.4 Describe the characteristics of a variety of genres.

(For example, students will be able to describe the differences between poetry, legend and non-fiction.)

Student Learning Outcomes

- a. Experience and respond to a range of different simple narrative genres suitable for Grade 5 English language learners,, including fables, fairy tales, realistic fiction, myths and legends.
- b. Recognize distinctive features of different narrative genres suitable for Grade 5 English language learners, such as setting, characters, dialogue, rhyme, rhythm and plot.
- c. Demonstrate an understanding of the similarities and differences between a variety of different literature genres read, listened to or viewed.

Grade 5

Literature

ELA.4.5.5 Demonstrate comprehension through oral retelling of a simple story, paraphrasing and summarizing orally.

Student Learning Outcomes

- a. Read and orally retell Grade 5 level narrative texts, correctly sequencing the order of main events.
- b. Demonstrate an appreciation for the creative use of language in Grade 5 level stories, such as by recognizing rhyme and enjoying humor and suspense.
- c. Discuss personal views and opinions about a range of Grade 5 level literary texts read, listened to or viewed on screen.
- d. Discuss how the author's choice of words and visual images contributes to the reader's or listener's understanding and experience of a Grade 5 literary text or media presentation.

Grade 5

ELA.2.5.6 Read a variety of level appropriate texts for a variety of purposes.

(For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to find information, follow directions, critically analyze or for pleasure.)

This benchmark has been incorporated into ELA.2.5.5

There is no equivalent benchmark for Grade 6

Listening and Speaking**Reading****Writing****Literature**

At Grade 6, students will continue to develop near-native speaker fluency through English Medium education. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language will be used by students and teachers for most purposes within the classroom in all subject areas except for first language lessons. The aim is to achieve fluency in English for academic purposes and preparation for success in the National Standardized Test at the end of Grade 6.

At least two hours per day of instruction will be provided in English lessons. Extra lessons will be provided for students who have difficulties. There will be an extended focus on practical projects and application of skills. The lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities. Collaboration between teachers will ensure that English skills are developed in all subject areas across the curriculum.

Students will listen to and view, with growing engagement, a range of more complex texts, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination. They will respond with growing confidence to more complex questions and will be able to express ideas and personal opinions in English. They will construct more complex sentences using knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from all subject areas from a wide range of reading, listening and viewing experiences.

They will engage in enjoyable and creative games and practical activities, mainly in pairs and small groups. Teacher guides and student material such as Holt Elements of Literature Introductory Course will provide a variety of suitable activities. Adapted texts for English Language learners, such as Holt English Language Development Package, will be used where necessary.

A rich variety of age-appropriate reading materials will be available, including a range of fiction and non-fiction genres designed for learners of English. This material should be at the student's interest and intellectual level, but designed to be accessible to learners of English. Language Arts materials designed for English speakers of lower than Grade 5 level may not be suitable for these learners.

A variety of pre-, during and after-reading strategies will develop vocabulary and support the acquisition of reading comprehension skills across the curriculum.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

Grade 6

Listening and Speaking

ELA.1.5.1 Listen and critically respond to oral and visual communication.

(For example, students will be able to draw conclusions and comment critically on speeches, reports and dramas.)

Student Learning Outcomes

- a. Understand and follow all classroom directions, instructions and presentations.
- b. Listen and respond at length, with supporting details, to a range of open and enabling questions about a variety of texts in all curriculum areas, using a range of complex sentences.
- c. Listen to a variety of narratives from different cultures, including plays, read by the teacher and recorded electronically, and discuss and answer questions about literal and implied meaning, inferring and drawing conclusions, responding with personal opinions and relating content to personal experiences.
- d. Practice using active listening skills, including determining a purpose, such as to comprehend or to compare.
- e. Participate in a group retelling or interpretation of narrative and other texts, using drama, media or electronic media.
- f. Listen to and observe a variety of presentations and illustrated talks made by the teacher, peers and via electronic means, identify the purpose and determine how effectively the presentations are structured to meet their purpose.
- g. Model the structure of presentations on a table, flow chart or graphic organizer.

Grade 6

Listening and Speaking

ELA.1.6.2 Interact in conversations and discussions of medium complexity.
(For example, students will be able to participate in paired and group discussions.)

Student Learning Outcomes

- a. Engage in prolonged greetings and conversations, including role play in a variety of situations, asking and answering appropriate questions on topics of general and specific interest.
- b. Ask and answer questions and engage in paired and group discussions about Grade 6 level topics in all curriculum areas.
- c. Give detailed oral instructions, directions and explanations in a variety of practical situations, including games and group activities.
- d. Use informal and formal English almost exclusively in whole-class, group and pair work.
- e. Speak clearly and with confidence in group and class discussions.
- f. Listen attentively to others in discussions, allow others their turn to speak and respect what others say.
- g. Conduct role-play interviews with peers.
- h. Conduct interviews, on curriculum content area and other topics of interest to the students, with adults in the classrooms and in the local community.

Grade 6

Listening and Speaking

ELA.1.6.3 Deliver oral presentations on topics of medium complexity.

(For example, students will be able to explain, recount, describe and demonstrate.)

Student Learning Outcomes

- a. Listen attentively to Grade 6 fiction texts containing a range of more complex sentence structures, read by the teacher or viewed as electronic media, and use context clues to determine meaning.
- b. Listen attentively to readings of longer Grade 6 non-fiction texts containing a range of more complex sentence structures, read by the teacher or viewed as electronic media, and use context clues to determine meaning.
- c. Recall main ideas and all supporting details of what is heard and viewed.
- d. Classify and arrange main ideas and supporting details in an organizer such as a list, table, Venn diagram or other graphic organizer, using key words and phrases.
- e. Retell narratives heard or viewed, with attention to detail and correct sequence of events, using a graphic organizer as a prompt.
- f. Convey information from a Grade 6 level non-fiction text in a logical order, (using words and phrases such as, *to begin*, *for example*, *in conclusion*) and using a graphic organizer provided by the teacher as a prompt.
- g. Prepare an oral presentation following a format developed using a table, flow chart or other graphic organizer provided by the teacher.
- h. Prepare media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads.
- i. Make a more complex oral presentation of narrative, expository, descriptive and persuasive type, with media, to a variety of audiences and receive feedback.
- j. Observe a peer presentation and offer more thoughtful positive and constructive feedback.

Grade 6

Listening and Speaking

ELA.1.6.4 Listen to and use a range of vocabulary to describe or explain something from the local environment.

Student Learning Outcomes

- a. Listen to Grade 6 level stories and other genres on electronic media and gain new vocabulary.
- b. Listen to, view and read articles about Environmental issues and gather topical vocabulary.
- c. Know more words that are derived from a common root (*voc=call: vocal, vocabulary, dictate. rupt=break; rupture, disrupt*)
- d. Collect longer lists of synonyms for common words in a journal and use them in speech.
- e. Collect longer lists of root word families and their meanings, especially Scientific and Environmental terms, write them in a journal and use them in speech.
- f. Demonstrate an interest in vocabulary and language.
- g. Habitually use a dictionary to find the meaning of new words.
- h. Habitually use a Thesaurus or electronic Thesaurus to find synonyms of new words.
- i. Discuss environmental and other topics, absorbing and using an ever-expanding range of vocabulary.

Grade 6

Reading

ELA.2.6.1 Identify and use a variety of word strategies to build meaning.

(For example, students will be able to determine meaning using context clues and knowledge of word roots, prefixes, suffixes, synonyms and antonyms.)

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of decoding, picture clues, context clues, prior knowledge and prediction where necessary and appropriate when reading Grade 6 level texts aloud.
- b. Apply knowledge of most word endings that denote tense, including *-ing* and *-ed*, to build meaning when reading.
- c. Apply knowledge of most word endings that denote plurality, including *-s*, *-es*, and *-ies*, to build meaning when reading.
- d. Use knowledge of most root words, such as *port=carry: transport, porter* and *vid/vis=see; video, evidence, vision*, to determine the meaning of new words when reading.
- e. Read Grade 6 level fiction and non-fiction texts aloud with near-grade level fluency and accuracy of intonation and expression.
- f. Recognize most prefixes, such as *un-* and *pre-*, and demonstrate understanding of their meaning when reading.
- g. Recognize most suffixes, such as *-er* and *-est*, and demonstrate understanding of their meaning when reading.
- h. Distinguish between different words with the same spelling (*called heteronyms: for example, read-present tense and read-past tense*) using context clues, when reading.
- i. Arrange word families in order (*such as tiny, small, large and massive*) and recognize 'shades of meaning'.
- j. Recognize and suggest antonyms to a wider range of words, demonstrating understanding of a wider vocabulary.
- j. Make use of dictionaries, thesauruses and reference books to find the meanings of unknown words.

Grade 6

Reading

ELA.2.6.2 Apply a variety of strategies to build comprehension.

(For example, students will be able to activate prior knowledge, predict, visualize and analyze text.)

Student Learning Outcomes

- a. Identify a purpose for reading a selected Grade 6 level fiction or non-fiction text.
- b. Read and identify the structural aspects of Grade 6 level narrative texts, including theme, setting, characters, conflict, resolution, imagery and figurative language.
- c. Read and identify the structural features of Grade 6 level expository texts, including identifying and summarizing topic sentence, main idea and supporting details.
- d. Make and confirm predictions about Grade 6 level texts by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- e. Read Grade 6 level narrative and descriptive texts and demonstrate understanding through visualization and expression in the form of drawing, painting and describing their mental images.
- g. Read and recognize the purpose and key persuasive points in Grade 6 level persuasive texts.
- h. Read and interpret details, including similes, metaphors and idioms, of Grade 6 level descriptive texts.
- i. Use appropriate strategies when reading for different purposes, such as skimming and scanning for specific information in a Grade 6 level text.
- j. Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts and maps) make information accessible and usable.
- k. Read Grade 6 level expository texts, including instructions for an activity, and demonstrate understanding by carrying out the activity accurately, correctly and in the required sequence.
- l. Generate KWL (*What we know, What we want to know, What we learned*) or '*Before, During and After*' questions about a Grade 6 level text and apply the questions at each stage of reading.
- m. Summarize a Grade 6 level text using a graphic organizer designed for the text type.

Grade 6

Reading

ELA.2.6.3 Use reference materials to gather information.

(For example, students will be able to locate information from library and internet resources.)

Student Learning Outcomes

- a. Independently generate and answer '*before, during and after reading*' questions in order to help identify or recall information from a range of Grade 6 level texts and reference materials from across the curriculum.
- b. Independently generate and answer '*before, during and after reading*' questions in order to help summarize and draw inferences from a range of Grade 6 level texts and reference materials from across the curriculum.
- c. Identify, recognize and apply facts, instructions or principles from a range of Grade 6 level texts and reference materials from across the curriculum.
- d. Independently ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 6 level texts and reference materials from across the curriculum.
- e. Independently ask and answer questions that infer, predict and combine ideas, information and concepts contained in Grade 6 level texts and reference materials from across the curriculum.
- f. Independently ask and answer questions that develop opinions and judgments about information and concepts contained in Grade 6 level texts and reference materials from across the curriculum.
- g. Search for information on the internet and in an electronic encyclopedia using a range of key words, question phrases and answer phrases (such as; *light year; what is a light year; a light year is*).

Grade 6

Reading

ELA.2.6.4 Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, contrast and draw conclusions.

Student Learning Outcomes

- a. Read a Grade 6 level text and identify topic statements, controlling ideas and thesis.
- b. Read silently and aloud from a Grade 6 level text and give an oral summary after each paragraph.
- c. Read silently and aloud from a Grade 6 level text and create a summary using chapter titles and sub-headings transposed onto a graphic organizer.
- d. Read silently from a Grade 6 level text and self-monitor comprehension, re-reading when necessary and asking and answering their own questions about the text.
- e. Working in groups, read silently and aloud from a Grade 6 level text and create a group summary of the text using chapter titles, sub-headings and other text-structures as a guide.
- f. Read a Grade 6 level text and recognize the author's purpose and how this relates to the choice of language and structure.
- g. Read a Grade 6 level text and voice an inference, opinion or conclusion based on the relationships between two or more ideas expressed in the text.
- h. Read a Grade 6 level text and voice an opinion or conclusion based on reading beyond the literal meaning of the text.
- i. Read, compare and contrast two related texts, such as expository texts written by different authors or persuasive texts written from different perspectives.

Grade 6

Reading

ELA.2.6.5 Read with fluency a variety of grade appropriate texts for a variety of purposes.

(For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to solve problems, find information, follow directions, critically analyze or for pleasure.)

Student Learning Outcomes

- a. Develop fluency through repeated reading, for different purposes, of familiar and self-selected Grade 6 level texts with high-interest, motivational content, such as plays, instructions, jokes and funny stories.
- b. Engage in pre-reading oral activities that expand vocabulary and build familiarity with the language of Grade 6 level texts.
- c. Recognize simple, compound and more complex extended sentences in a Grade 6 level text and read aloud appropriately.
- d. Recognize dialogue in a Grade 6 level text and read aloud appropriately.
- e. Recognize question marks in Grade 6 texts and read aloud appropriately.
- f. Pause appropriately in reading aloud when encountering punctuation and other sentence structures that require it.
- g. Read a Grade 6 text aloud to the teacher, small group or class, with near-native speaker pronunciation and expression.
- h. Recognize the structure and character of different Grade 6 level text types (narrative, expository, descriptive and persuasive) and read aloud using intonation appropriate to the text type.
- i. Recognize key words and phrases in Grade 6 level fiction and non-fiction texts and emphasize them in reading aloud.
- j. Identify a purpose for reading, select an appropriate text and extract the required information or detail or conduct a critical analysis in order to achieve the purpose.
- k. Read Grade 6 level texts in all curriculum areas in order to gather and analyze information, follow directions, accomplish learning tasks, solve problems and develop practical skills.

Grade 6

Writing

ELA.3.6.1 Use grade appropriate strategies in the writing process.

(For example, students will be able to identify purpose and audience, brainstorm, plan and organize ideas.)

Student Learning Outcomes

- a. Contribute to whole-class Shared and Guided Writing activities appropriate for Grade 6, where the writing process is modeled and demonstrated.
- b. Contribute to class discussion and brainstorming to generate ideas for Shared and Guided writing.
- c. Identify a writing purpose and audience.
- d. Generate ideas for their own writing based on personal interest and experience, and record them on a graphic organizer.
- e. Discuss ideas in a pre-writing conference with the teacher or a peer.
- f. Plan and organize ideas in a structure that suits the writing purpose, such as arranging events in a narrative in sequential order or arranging topic paragraphs.
- g. Use a graphic organizer, story map or writing frame provided by the teachers to make a first draft of a piece of writing.
- h. Vary the structure and form of writing to suit the audience and purpose of the text.
- i. Make some limited use of literary devices in writing, including similes, metaphors and alliteration.

Grade 6

Writing

ELA.3.6.2 Use reference materials to summarize, paraphrase and take notes.

(For example, students will be able to process relevant information from textbooks, magazines and newspapers and write summaries.)

Student Learning Outcomes

- a. Select appropriate Grade 6 level resource materials, including electronic texts, search for relevant information and extract key points and supporting details to fulfill their purpose.
- c. Write notes and short answers to teacher-generated questions about a short non-fiction text.
- d. Write short notes, capturing the main points and supporting details of a non-fiction text, using a graphic organizer selected to fit the purpose.
- e. Use notes from a graphic organizer to write a summary of a non-fiction text.
- f. Write a short explanation or commentary for a chart, graph or diagram.

Grade 6

Writing

ELA.3.6.3 Write for a specific purpose and audience using correct sentence structure and grammatical conventions.

Student Learning Outcomes

- a. Write a variety of texts for different purposes, such as to communicate information, for social purposes and to entertain.
- b. Write narrative, expository, descriptive and persuasive texts that demonstrate knowledge of the conventions of these text types.
- c. Write for different audiences including peers and younger children, adapting vocabulary and sentence structure accordingly.
- d. Write narrative texts with well developed setting, characters and action.
- e. Use a repeating text structure to create a rhythmic pattern.
- f. Write personal letters using conventional layout.
- g. Write accounts, reports and descriptions in other curriculum areas.
- h. Write with accuracy and attention to correct sentence structure and grammar, appropriate for Grade 6.
- i. Write non-fiction texts that begin with a strong topic sentence and continue with supporting details laid out in a logical sequence of linked paragraphs.
- j. Write three-part structured paragraphs that contain an introduction, body and conclusion.
- k. Keep a writing journal containing frequent short entries on items of personal interest.
- l. Write non-fiction texts in curriculum content areas so as to clarify ideas, explore concepts and support understanding.
- m. Type and print a short piece of writing using Microsoft Word or other word processor, using a grammar and spell check feature to identify and correct most errors.
- n. Make a final copy, either hand-written or typed, and publish it for the intended audience.
- o. Write using neatly formed, forward sloping and uniform cursive script appropriate for Grade 6.

Grade 6

Writing

ELA.3.6.4 Demonstrate writing skills by revising and editing own writing and those of others.

(For example, students will be able to demonstrate the writing process skills of drafting, editing, re-drafting and publishing.) [This is a new benchmark from Grade 5]

Student Learning Outcomes

- a. Participate in Shared Writing activities with a focus on editing and revising a Grade 6 level text.
- b. Use resources such as dictionaries, word-banks and word-walls to identify about 75% of the spelling errors in their own writing and the writing of others, and correct them.
- c. Edit and revise a first draft, using a check list, to improve punctuation and grammar, to improve word and sentence choice and to achieve the writer's purpose.
- d. Use dictionaries and Thesauruses to improve word choice.
- e. Self-assess the finished text and determine to what extent it achieves its purpose.
- f. Receive feedback on the published writing from the intended audience.
- h. Incorporate audience feedback into the next writing project.
- g. Read and identify three positive features of a peer's writing.
- h. Read and identify three ways in which a peer can improve their writing.
- i. Keep a Writing Portfolio containing examples of writing projects completed in Grades 4, 5 and 6, including self-evaluated pieces that illustrate the four stages of the writing process and show improvement over time.

Grade 6

Literature

ELA.4.6.2 Demonstrate understanding of a character's behavior and attitudes.

(For example, students will be able to explain a character's actions, motives and traits.)

Student Learning Outcomes

- a. Read, listen to and view a range of narrative genres appropriate to Grade 6 level English learners and participate in related creative and practical activities, including creating illustrated presentations, role play and drama.
- b. Read, listen to and view a wide variety of Grade 6 level literature and media of different genres and respond with insightful observations, analysis and evaluations.
- c. Identify and describe the appearance of the main protagonist and subordinate characters in Grade 6 level literature.
- d. Analyze, compare and contrast the thoughts and actions of characters portrayed in Grade 6 level literature and determine how they contribute to the plot.
- e. Draw inferences about the traits, actions and motivations of characters in Grade 6 level literature.
- f. Compare and contrast the cultural values demonstrated by characters portrayed in Grade 6 level stories and literature with local culture.
- g. Demonstrate empathy with characters portrayed in Grade 6 level literature.

Grade 6

Literature

ELA.4.6.3 Write and present a piece of narrative of medium complexity that relates to familiar objects, events, experiences, and themes.

Student Learning Outcomes

- a. Read, listen to a view a variety of narrative genres, including personal narrative, biography, anecdote and short story, and identify similarities and differences.
- b. Read, listen to a view a variety of narrative genres and recognize and interpret common themes and elements.
- c. Read and discuss a variety of Grade 6 level narrative genres, recognizing and analyzing the use and effect of common literary devices, including imagery, symbolism and metaphor.
- d. Identify, in a variety of Grade 6 level narratives, essential elements including setting, plot, characters and dialogue, and note how they contribute to the author's purpose.
- e. Study a variety of Grade 6 level narratives and identify techniques the author uses to develop the setting, plot and characters.
- e. Use grade-appropriate strategies in the writing process to develop and write a variety of narratives, using familiar texts as models or starting points, including personal narrative, biography, anecdote and short story.
- f. Write narrative texts to describe events from a variety of points of view.
- g. Write narrative texts that include well-developed settings, characters and plots that include rising and falling action.
- h. Write narrative texts that include limited use of literary devices, including similes, metaphors and alliteration.

Grade 6

Literature

ELA.4.6.1 Compare and contrast different forms of literature.

(For example, students will be able to write book reviews for a range of genres.)

Student Learning Outcomes

- a. Recognize some of the features that categorize literary genres, such as fiction or non-fiction, themes, setting and characters.
- b. Read, listen to and view a range of narrative genres appropriate to Grade 6 level English learners.
- c. Recognize the narrative structure of a range of stories and other literary genres appropriate to Grade 6 level English learners, and use the structure to aid retelling.
- d. Recognize the use of first, second and third person narration in a range of stories and other literary genres appropriate to Grade 6 level English learners.
- e. Read, listen to and view a range of literary genres appropriate to Grade 6 level English learners and participate in related creative and practical activities, including writing book reviews and critiques.
- f. Read, listen to and view a range of literary genres appropriate to Grade 6 level English learners and retell to peers in an interesting and creative way, such as by adopting a minor characters' point of view.
- g. Read, listen to and view a range of narrative genres appropriate to Grade 6 level English learners and retell through illustrated presentation, role play and drama.
- h. Demonstrate an appreciation for the creative use of language in Grade 6 level literature, such as by recognizing rhyme and enjoying humor, satire and suspense.
- i. Discuss and write about personal views and opinions about a range of Grade 6 level literary texts read, listened to or viewed on screen.
- j. Discuss and write about how the author's choice of words and visual images contributes to the reader's or listener's understanding and experience of a Grade 6 literary text or media presentation.

Grade 6

Listening and Speaking**Reading****Writing****Literature**

At Grade 7, students will begin to attain near-native English speaking and listening skills through English Medium education. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language will be used by students and teachers for most purposes within the classroom in all subject areas, except for first language lessons. The aim is to achieve fluency in English for academic purposes. It is also important for grade 7 students to be familiar with the vocabulary and sentence structures necessary for success in the National Standardized Test at the end of Grade 8.

English lessons will provide two hours or more of instruction per day, with extended focus on practical projects and the application of skills. English lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities in realistic contexts. Collaboration between teachers will enable English skills are developed in all subject areas across the curriculum. The English lesson will be conducted exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language should not occur.

Grade 7 students will engage in enjoyable and creative games and practical activities, mainly in pairs and small groups. Teacher guides such as *Holt Elements of Literature First Course* will provide a variety of suitable activities. Adapted texts for English Language learners will be used, such as *Holt English Language Development Package*.

Students will listen to and view, with growing engagement, comprehension and analysis, a range of more complex texts, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination.

Grade 7 students will respond with growing confidence to more complex questions and will be able to express ideas and personal opinions in English. They will construct more complex sentences using knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from all subject areas from a wide range of reading, listening and viewing experiences.

Students will continue to develop reading skills in first language in the Vernacular Language Arts class, and will continue to transfer these skills to reading in English.

A rich variety of age-appropriate reading materials should be available, including a range of fiction and non-fiction genres designed for learners of English. This material should be at the student's interest and intellectual level, but designed to be accessible to learners of English. Language Arts materials designed for English speakers of lower than Grade 7 level may not be suitable for these learners. More able readers should be given the opportunity to read from native-speaker Grade level or above.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

Grade 7

Listening and Speaking

ELA.1.7.1 Listen, view, and respond to oral and visual communications.

(For example, students will be able to identify a speaker's purpose and distinguish between fact and opinion.)

Student Learning Outcomes

a. Understand and follow all classroom directions, instructions and presentations and use English with confidence in all classroom interactions.

b. Listen and respond at length, with supporting details, to a range of open and enabling questions about a variety of Grade 7 level texts in all curriculum areas, using a range of complex sentences.

Listen to and observe a variety of Grade 7 level presentations and illustrated talks (narrative, expository, descriptive or persuasive) made by the teacher, peers and via electronic means, and;

c. summarize and retell,

d. identify the purpose and some supporting details,

f. distinguish between fact and opinion, giving reasons,

g. respond with some personal insight and opinion.

Grade 7

**Listening and
Speaking**

ELA.1.7.2 Speak appropriately for different purposes and audiences.

(For example, students will be able to report to peers and talk to a community group or parents at a school event.)

Student Learning Outcomes

- a. Engage in prolonged greetings, conversations and exchanges, including role play in a variety of situations appropriate to Grade 7, asking and answering relevant questions on topics of general and specific interest.
- b. Use informal and formal English almost exclusively in whole-class, group and pair work and for a variety of functions outside the classroom.
- c. Deliver informal talks with some confidence, on a variety of topical subjects of relevance to Grade 7, to a variety of audiences including peers and adults.
- d. Engage in role play with peers and adults in a variety of informal and formal situations including job interviews and workplace simulations.

Grade 7

Listening and Speaking

ELA.1.7.3 Demonstrate comprehension through recounting, paraphrasing and summarizing orally.

Student Learning Outcomes

- a. Apply pre-listening, during listening and post-listening skills.
- b. Apply pre-listening skills before an oral presentation, including promoting motivation, predicting content, identifying the topic, context, audience and purpose and activating and developing prior-knowledge and related vocabulary.
- c. Listen to an oral presentation suitable for Grade 7 (live or recorded talk or conversation, presentation, reading, news broadcast, announcement, advertisement, etc) at least four times to gain full comprehension.
- d. During listening, use a tick-list, chart or graphic organizer to collect key words and information.
- e. After the first listening, identify the audience and purpose and answer some direct questions about the presentation.
- f. After the second listening, identify the main ideas and supporting details.
- g. After the third listening, demonstrate comprehension by recounting, paraphrasing and summarizing, answering more detailed questions and group discussion.
- h. After the fourth listening, complete an authentic task, such as taking a telephone message, writing a restaurant order, making a ship or airplane reservation, drawing a map or passing on a news story.

Grade 7

Listening and Speaking

ELA.1.7.4 Make presentations on topics of medium complexity.

(For example, students will be able to express opinions and discuss the probability of future events.)

Student Learning Outcomes

- a. Research a topic of interest to collect information for a presentation.
- b. Prepare an oral presentation with a clear beginning, middle and end, on a topic of interest to a selected audience, using a table, flow chart or other graphic organizer.
- b. Rehearse the presentation using key words or prompt cards.
- d. Prepare well-selected media to illustrate the presentation, including media from an electronic source such as a digital camera, clipart or internet downloads.
- e. Make a complex oral presentation of narrative, expository, descriptive and persuasive type, using appropriate Grade 7 level vocabulary and near-fluent speech, with supporting media including electronic media, to a variety of audiences, including adults.
- f. Prepare and engage in an informal debate on topics of relevance to Grade 7 peers, stating a point of view with supporting arguments, taking turns and listening to the views of others.
- g. Receive critical feedback from Grade 7 peers, reflect on how the presentation could be improved and incorporate some improvements into the next presentation.
- h. Observe a peer presentation and offer thoughtful positive and constructive feedback, appropriate to Grade 7 level.

Grade 7

Reading

ELA.2.7.1 Use a variety of grade appropriate strategies to build word meaning.

(For example, students will be able to determine meaning using context clues and knowledge of word roots, prefixes, suffixes, synonyms, antonyms and homonyms.)

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced word-level reading strategies including using prior knowledge, context clues, prediction, re-reading and reading ahead for clues where necessary when reading Grade 7 level texts.
- b. Independently use reference books, electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level comprehension of Grade 7 level texts.
- c. Use strategies such as Directed Reading Thinking Activity (DRTA) to make word-level predictions about a text and then read to confirm or refute their predictions.
- d. Apply knowledge of a range of prefixes and suffixes found in Grade 7 level texts and understand their grammatical functions.
- e. Use knowledge of root words to determine the meaning of new words when reading, especially in Grade 7 content area.
- f. Determine the likely purpose of an unknown word in a Grade 7 level text (to define, restate, contrast or explain a concept) and from this infer a likely meaning.
- g. Read Grade 7 level fiction and non-fiction texts aloud with word-level level fluency and accuracy of intonation and expression.
- h. Recognize the denotative and connotative meanings of words and determine positive, neutral or negative shades of meaning and nuance in a range of vocabulary encountered in Grade 7 level texts.
- i. Recognize synonyms, antonyms, homonyms and heteronyms in Grade 7 level texts, demonstrating understanding of a wider vocabulary.
- j. Read widely from a variety of Grade 7 level texts, in all curriculum content areas, to develop a wider vocabulary.

Grade 7

Reading

ELA.2.7.2 Use a variety of strategies to build comprehension.

(For example, students will be able to activate prior knowledge, predict, visualize and analyze text, distinguish between literal and figurative meaning and identify main ideas and significant details.)

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced text-level reading strategies including using prior knowledge, text headings and captions, context clues, prediction, re-reading and reading ahead for clues where necessary when reading Grade 7 level texts.
- b. Independently use reference books, electronic media and other materials, including dictionaries, thesauruses and reference books, to support text-level comprehension and interpretation of Grade 7 level texts.
- c. Use strategies such as Directed Reading Thinking Activity (DRTA) to make text-level predictions about a Grade 7 level text and then read to confirm or refute their predictions.
- d. Use pre-, during and after reading strategies (such as Survey, Question, Read Write (SQRW) to support comprehension and interpretation of Grade 7 level texts.
- e. Recognize the purpose and intended audience of a range of Grade 7 level texts.
- f. Recognize the main idea and supporting details in a range of Grade 7 level texts.
- g. Use a variety of different graphic organizers to visualize and analyze a range of Grade 7 level text types.
- h. Read Grade 7 level fiction and non-fiction texts aloud with near-grade level fluency and accuracy of intonation and expression.
- i. Recognize figurative language (imagery, simile, metaphor, personification, idioms and alliteration) in Grade 7 level texts and interpret the author's purpose and meaning.
- j. Read widely from a variety of Grade 7 level texts, in all curriculum content areas, to develop comprehension and study skills.

Grade 7

Reading

ELA.2.7.3 Combine ideas from different reading sources to form judgments and opinions.

Student Learning Outcomes

- a. Independently generate and answer ‘*before, during and after reading*’ questions in order to help identify recall, interpret and analyze information from a range of Grade 7 level texts and reference materials from across the curriculum.
- b. Independently generate and answer ‘*before, during and after reading*’ questions in order to help summarize and draw inferences from a range of Grade 7 level texts and reference materials from across the curriculum.
- c. Identify, recognize and apply facts, instructions or principles from a range of Grade 7 level texts and reference materials from across the curriculum.
- d. Independently ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 7 level texts and reference materials from across the curriculum.
- e. Independently ask and answer questions that infer, predict and combine ideas, information and concepts contained in two or more Grade 7 level texts or reference materials from across the curriculum.
- f. Identify common themes, concepts, features and structural elements in two or more Grade 7 level texts.
- g. Use an appropriate graphic organizer, such as a Venn diagram, to compare and contrast common themes and concepts in two or more Grade 7 texts.
- h. Read, compare and contrast a range of complimentary Grade 7 level texts (narrative, expository, descriptive and persuasive) and express judgments and opinions about the extent to which they achieve their purpose.
- i. Read, compare and contrast a range of complimentary Grade 7 level texts (narrative, expository, descriptive and persuasive) and express personal judgments and opinions.
- j. Read about, form judgments and opinions and discuss topical issues of personal and local interest.

Grade 7

Reading

ELA.2.7.4 Read a variety of grade appropriate texts and materials.

(For example, students will be able to read navigation charts, lunar calendars, newspapers, magazines and internet pages.)

Student Learning Outcomes

- a. Read independently, from a wide range of Grade 7 level fiction and non-fiction texts, for at least twenty minutes per day, including reading outside the classroom.
- b. Select and read Grade 7 level and other texts for a specific purpose.
- c. Read a variety of text types from a variety of sources and for different purposes, including for pleasure.
- d. Read with discretion and be able to identify bias and distortion in texts, including those found on the internet.
- e. Read and interpret non-text items such as illustrations, diagrams, charts and figures in Grade 7 level and other texts.
- f. Read widely in all curriculum content areas in order to support cross-curricular learning.
- g. Read widely in order to be informed about local and international issues, such as climate change, health and social issues.

Grade 7

Writing

ELA.3.7.1 Use grade appropriate strategies to organize thoughts before writing.

(For example, students will be able to identify purpose and audience, brainstorm, plan and organize ideas and produce concept maps.)

Student Learning Outcomes

- a. Contribute to whole-class Shared and Guided Writing activities appropriate for Grade 7, using four different text types.
- b. Contribute to whole-class Shared Writing activities appropriate for Grade 7, where the writing process is modeled and demonstrated.
- c. Contribute to class and group discussion and brainstorming to generate ideas that are appropriate for writing at Grade 7 level.
- d. Identify a realistic writing scenario and determine the essential features of the text type that most suits the purpose and audience.
- e. Generate creative, innovative and reflective ideas for their own writing based on personal interest and experience, and record them on a graphic organizer, on a concept map or in a journal.
- f. Discuss ideas for writing in a pre-writing conference with the teacher, a peer or a group of peers.
- g. Plan and organize ideas in a structure that suits the writing purpose, such as arranging events in a narrative in sequential order or arranging key points for an expository text.
- h. Select and use an appropriate graphic organizer, story map or writing frame to generate and organize ideas for a piece of writing.
- i. Think about and discuss ideas for point of view, characters and setting before writing a narrative text.

Grade 7

Writing

ELA.3.7.3 Apply writing process skills and strategies to compose a piece of writing that builds vocabulary.

(For example, students will be able to edit and revise using dictionaries and thesauruses to improve vocabulary.)

Student Learning Outcomes

- a. Follow a writing workshop approach, over an extended period of up to two weeks, incorporating the four stages of the writing process, to produce refined and polished narrative, descriptive, expository and persuasive pieces of writing for different purposes at Grade 7 level.
- b. Write for different audiences, including peers, younger children and adults, adapting vocabulary and sentence structure accordingly.
- c. Write narrative texts with well developed setting, characters, plot, dialogue and rising and falling action, and use literary devices, including similes, metaphors, imagery, alliteration and personification.
- d. Write accounts, reports and descriptions in other curriculum areas, using vocabulary, sentence and paragraph structures that are appropriate to Grade 7 level, so as to clarify ideas, explore concepts and support understanding.
- e. Write with accuracy and attention to correct spelling, sentence structure and grammar, appropriate for Grade 7.
- f. Write non-fiction texts using well organized and coherent three-part structured paragraphs that contain an introduction or topic sentence, body and conclusion.
- g. Write non-fiction texts using well organized and coherent paragraphs laid out in a logical sequence and joined by smoothly transitioning linking sentences.
- h. Keep a writing journal and make frequent entries on items of personal interest.
- m. Write to complete extended projects, solve problems and achieve outcomes, especially in social and environmental-related areas.
- i. Participate in peer or teacher conferencing, receive feedback from the text's audience, incorporating feedback into improving future writing.
- j. Keep a portfolio of finished writing, showing progression over time.
- k. Write using neatly formed, forward sloping and uniform cursive script appropriate for Grade 7.
- l. Type and print or display a finished piece of writing, including appropriate illustrations, using Microsoft Word or other word processing software.

Grade 7

Writing

ELA.3.7.4 Use reference materials to take notes.

Student Learning Outcomes

- a. Identify a topic and purpose appropriate for Grade 7 and develop leading questions that support inquiry, investigation and research.
- b. Select appropriate Grade 7 level resource materials, including electronic texts, search for relevant information using contents page and index, and extract key points and supporting details to fulfill their purpose.
- c. Write notes and extended answers to teacher-generated questions about a short non-fiction text.
- d. Write short notes, capturing the main points and supporting details of a non-fiction text, using a graphic organizer selected to fit the purpose.
- e. Write short notes on an analysis of two or more Grade 7 level non-fiction texts, using an appropriate graphic organizer, such as using a Venn diagram to compare and contrast.
- f. Use notes from a graphic organizer to write a summary or analysis of a Grade 7 level non-fiction text or texts.
- g. Use notes from a variety of source reference materials to write summaries and reports.
- h. Write an explanation, commentary or interpretation for a chart, graph or diagram.
- i. Use dictionaries and thesauruses to improve word choice.
- j. Listen to or view a broadcast appropriate to Grade 7, note important points and make a written summary.

Grade 7

Literature

ELA.4.7.1 Listen to, read or view and respond to a variety of grade appropriate genres. (For example, students will be able to critically analyze genres such as poems, dramas, fables, myths, legends, science-fiction and biographies.)

Student Learning Outcomes

- a. Read, listen to and view a range of narrative genres appropriate to Grade 7 level English learners and participate in related creative and practical activities, including retelling using illustrated presentations, role play and drama.
- b. Read, listen to and view a wide variety of Grade 7 level literature and media of different genres and respond through discussion with insightful observations, analysis and evaluations.
- c. Read, listen to and view a wide variety of Grade 7 level literature and media of different genres and recognize and compare common and contrasting literary devices and themes.
- d. Read and listen to a wide variety of Grade 7 level poetry of different genres and recognize and interpret the effects of word choice and figurative language.
- e. Recognize and discuss the use of first, second and third person narration in a range of stories and other literary genres appropriate to Grade 7 level English learners.
- f. Recognize and discuss important recurring themes, such as friendship, loyalty and conflict between good and evil, in a wide variety of Grade 7 level literature and media.

Grade 7

Literature

ELA.4.7.2 Describe the effect and function of common types of figurative language.

(For example, students will be able to describe the impact of simile, metaphor, personification, imagery, hyperbole, alliteration and onomatopoeia.)

Student Learning Outcomes

- a. Read, listen to and view a range of fiction and non-fiction genres appropriate to Grade 7 level English learners and identify literal and figurative language used, including simile, metaphor, personification, imagery, hyperbole and onomatopoeia.
- b. Read, listen to and view a range of fiction and non-fiction genres appropriate to Grade 7 level English learners and identify examples of irony and understatement.
- c. Read, listen to and view a range of fiction and non-fiction genres appropriate to Grade 7 level English learners and describe the intended and actual effect on the reader of figurative language, irony and understatement.

Grade 7

Literature

ELA.4.7.3 Describe the cultural differences between a piece of literary text of medium complexity and personal experience.

Student Learning Outcomes

- a. Read, listen to and view a range of literary genres from different countries, appropriate to Grade 7 level English learners, and participate in discussions about the places, people, clothing and cultural artifacts portrayed in the texts.
- b. Read, listen to and view a range of literary genres from different countries, appropriate to Grade 7 level English learners, and participate in discussions about the cultural activities and customs portrayed in the texts.
- c. Read, listen to and view a range of literary genres from different countries, appropriate to Grade 7 level English learners, and use a graphic organizer to compare the places, people, clothing and cultural artifacts portrayed in the texts to their own location and experience.
- c. Read, listen to and view a range of literary genres from different countries, appropriate to Grade 7 level English learners, and use a graphic organizer to compare the cultural activities and customs portrayed in the texts to their own cultural activities and customs.

Grade 7

Literature

ELA.4.7.4 Write and present different forms of literary works of medium complexity. (For example, students will be able to write plays, songs, poems, myths and legends.)

Student Learning Outcomes

- a. Study a variety of Grade 7 level narratives and other genres and identify the techniques the author uses to achieve their purpose.
- b. Use grade-appropriate strategies in the writing process to develop and write a variety of creative literary texts of medium complexity, using familiar texts as models or starting points, including personal narratives, plays, poetry and other genres.
- c. Write narrative texts that include well-developed settings, characters and plots that include rising and falling action, conflict, tension and denouement.
- d. Make use of literary devices, including similes, metaphors and alliteration, in their writing.
- e. Critique their own writing, as well as the writing of peers, paying attention to setting and character development.

Grade 7

Literature

Recognize and identify the complex elements of plot.

(For example, students will be able to recognize and identify foreshadowing [the writer's use of hints or clues about what will happen next] inciting forces [the event that triggers conflict] conflict, crisis, climax and resolution.)

Student Learning Outcomes

- a. Create and compare graphical representations of the exposition, rising and falling action, conflict and resolution in the plots of a variety of narratives appropriate to Grade 7.
- b. Analyze a variety of Grade 7 level narratives and identify the techniques the author uses to sequence the action in a narrative and advance the plot.
- c. Recognize and explain the purpose and effect of complex elements of plot, including exposition, inciting forces, rising action, conflict, climax, falling action, denouement or resolution, in a variety of narratives appropriate to Grade 7.

Grade 7

Listening and Speaking**Reading****Writing****Literature**

At Grade 8, students will attain near-native English speaking and listening skills and will be able to operate at a Grade level comparable to a native speaker. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language will be used by students and teachers for all purposes within the classroom in all subject areas, except for first language lessons. The aim is to achieve fluency in English for academic purposes. It is also important for grade 8 students to be familiar with the vocabulary and sentence structures necessary for success in the Grade 8 National Standardized Test.

English lessons will provide two hours or more of instruction per day, with extended focus on practical projects and the application of skills. Speaking and Listening, Reading, Writing and Literature will be integrated, with more participation by students working in pairs and groups on extended practical and problem-solving activities in realistic contexts. English skills will be developed in all subject areas across the curriculum.

Students will listen to and view, with growing engagement, comprehension and analysis, a range of more complex texts, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination.

Teacher guides such as *Holt Elements of Literature Second Course* will provide a variety of suitable activities. Adapted texts for English Language learners will be used, such as *Holt English Language Development Package*.

Grade 8 students will respond with growing confidence to more complex questions and will be able to express ideas and personal opinions in English. They will construct more complex sentences using knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from all subject areas and from a wide range of reading, listening and viewing experiences.

A rich variety of age-appropriate reading materials should be available, including a range of fiction and non-fiction genres designed for learners of English. This material should be at the student's interest and intellectual level, but designed to be accessible to learners of English. Language Arts materials designed for English speakers of lower than Grade 7 level may not be suitable for these learners. More able readers should be given the opportunity to read from native-speaker Grade level or above.

Recommended teacher and student textbooks and resources will be used extensively. Electronic resources, such as DVDs and CDs will support the English lesson.

Grade 8

Listening and Speaking

ELA.1.8.1 Listen, view and respond to oral and visual communication.

(For example, students will be able to summarize, analyze, interpret, evaluate and criticize.)

Student Learning Outcomes

a. Understand and follow all classroom directions, instructions and presentations and use English with near fluency in all classroom and outside-school interactions.

b. Listen and respond at length, with supporting details, to a range of open and enabling questions about a variety of Grade 8 level texts in all curriculum areas, using a range of complex sentences.

Listen to and observe a variety of Grade 8 level presentations and illustrated talks (narrative, expository, descriptive or persuasive) made by the teacher, peers and via electronic means, and;

c. summarize and retell,

d. identify the purpose and evaluate how effectively the presentations meet their purpose, giving reasons to support their findings,

e. distinguish between fact and opinion, giving reasons,

f. respond with more thoughtful personal insight and opinion.

Grade 8

Listening and Speaking

ELA.1.8.2 Debate topics of medium complexity.

Student Learning Outcomes

- a. Engage in prolonged greetings, conversations and exchanges, including role play in a variety of situations appropriate to Grade 8, asking and answering relevant questions on topics of general and specific interest.
- b. Use informal and formal English exclusively in whole-class, group and pair work and for a variety of functions outside the classroom.
- c. Conduct prolonged conversational exchanges in pairs and small groups, offering prompts and supplementary questions to sustain and extend discussion.
- d. Engage in informal debate with peers on a variety of topical subjects of relevance to Grade 8, stating a position clearly and offering supporting details, and listening with respect to others' opinions.
- e. Engage in role play with peers and adults in a variety of informal and formal situations including job interviews and workplace simulations.
- f. Prepare and engage in a semi-formal debate on a range of more complex topical subjects of relevance to Grade 8 peers, stating a point of view with supporting arguments, taking turns and listening to the views of others with respect.

Grade 8

Listening and Speaking

ELA.1.8.3 Evaluate personal effectiveness in group discussions and make corrections as necessary.

(For example, students will be able to conduct a self evaluation using criteria or rubrics.)

Student Learning Outcomes

- a. Apply pre-listening, during listening and post-listening skills.
- b. Apply pre-listening skills before an oral presentation, including promoting motivation, predicting content, identifying the topic, context, audience and purpose; activating and developing prior-knowledge and related vocabulary and pre-setting questions.
- c. Listen to an oral presentation suitable for Grade 8 (live or recorded talk or conversation, presentation, reading, news broadcast, announcement, advertisement, etc) at least four times to gain full comprehension.
- d. During listening, use a tick-list, chart or graphic organizer to collect key words, key phrases and other information.
- e. After the first listening, identify the audience and purpose and answer direct questions about the presentation.
- f. After the second listening, identify the main ideas and supporting details.
- g. After the third listening, demonstrate comprehension by recounting, paraphrasing and summarizing, answering more detailed questions and engaging in group discussion.
- h. After the fourth listening, complete an authentic task or solve a problem, such as choosing a course of action, selecting a preference, writing a list, making a reservation, drawing a map or passing on a news story.
- i. Engage in group discussions, simulated conversations, tasks, activities and role-play, using English, in order to solve problems and produce outputs.
- j. Record and replay for evaluation, using a video camera and screen, a group discussion or activity.
- k. Evaluate their own contributions to group activities, using pre-established Grade 8 level criteria or rubrics to assess fluency, clarity, pronunciation, intonation, interaction with others, turn-taking and empathy towards other's contributions.

Grade 8

Listening and Speaking

ELA.1.8.4 Obtain information and maintain exchange by oral questioning and comment on complex topics.

(For example, students will be able to conduct questionnaires, surveys or interviews and present, explain and debate complex topics.)

Student Learning Outcomes

- a. Research a topic of interest to collect information for a presentation, including conducting surveys and interviews.
- b. Prepare an oral presentation with a clear beginning, middle and end and a strong, on a topic of interest to a selected audience, using a table, flow chart or other graphic organizer to maintain a strong focus on the main idea and supporting details.
- c. Rehearse the presentation, using key words or prompt cards, and receive feedback from a peer.
- d. Prepare very relevant media to illustrate the presentation, including media from an electronic source such as a digital camera, clipart or internet downloads.
- e. Make a complex oral presentation of narrative, expository, descriptive and persuasive type, using appropriate Grade 8 level vocabulary and near-fluent speech, using supporting media including electronic media, to a variety of audiences, including adults.
- f. Prepare and engage in an informal debate on complex topics of relevance to Grade 8 peers, stating a point of view with supporting arguments, taking turns and listening to the views of others with respect.
- g. Receive critical feedback from Grade 8 peers, reflect on how personal presentation could be improved and incorporate some improvements into the next presentation.
- h. Observe a peer presentation and offer thoughtful positive and constructive feedback, appropriate to Grade 8 level.

Grade 8

Reading

ELA.2.8.1 Identify and use a variety of strategies to extend word meaning.

(For example, students will be able to correctly apply prefixes and suffixes in order to adapt words for different purposes.)

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced word-level reading strategies including using prior knowledge, context clues, prediction, re-reading and reading ahead for clues where necessary when reading Grade 8 level texts.
- b. Independently use reference books, electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level comprehension of Grade 8 level texts.
- c. Use strategies such as Directed Reading Thinking Activity (DRTA) to make word-level predictions about a text and then read to confirm or refute their predictions.
- d. Apply knowledge of a range of prefixes and suffixes found in Grade 8 level texts and understand their grammatical functions.
- e. Use knowledge of root words to determine the meaning of new words when reading, especially in Grade 8 content area.
- f. Determine the likely purpose of an unknown word in a Grade 8 level text (to define, restate, contrast or explain a concept) and from this infer a likely meaning.
- g. Read Grade 8 level fiction and non-fiction texts aloud with word-level level fluency and accuracy of intonation and expression.
- h. Recognize the denotative and connotative meanings of words and determine positive, neutral or negative shades of meaning and nuance in a wider range of vocabulary encountered in Grade 8 level texts.
- i. Recognize synonyms, antonyms, homonyms and heteronyms in Grade 8 level texts, demonstrating understanding of a wider vocabulary.
- j. Read widely from a variety of Grade 8 level texts, in all curriculum content areas, to develop a wide vocabulary with knowledge of curriculum-specific words.

Grade 8

Reading

ELA.2.8.2 Build comprehension of texts.

(For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced text-level reading strategies including using prior knowledge, text headings and captions, context clues, prediction, re-reading and reading ahead for clues where necessary when reading Grade 8 level texts.
- b. Independently use reference books, electronic media and other materials, including dictionaries, thesauruses and reference books, to support text-level comprehension and interpretation of Grade 8 level texts.
- c. Use strategies such as Directed Reading Thinking Activity (DRTA) to make text-level predictions about a Grade 8 level text and then read to confirm or refute their predictions.
- d. Use pre-, during and after reading strategies (such as Survey, Question, Read Write (SQRW) to support comprehension, interpretation and analysis of Grade 8 level texts.
- e. Recognize the purpose and intended audience of a range of Grade 8 level texts.
- f. Recognize the main idea and supporting details in a range of Grade 8 level texts.
- g. Use a variety of different graphic organizers to visualize and analyze a range of Grade 8 level text types.
- h. Read Grade 8 level fiction and non-fiction texts aloud with near-native speaker fluency and accuracy of intonation and expression.
- i. Recognize figurative language (imagery, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 8 level texts and interpret the author's purpose and meaning.
- j. Read widely from a variety of Grade 8 level texts, in all curriculum content areas, to develop comprehension and study skills.

Grade 8

Reading

ELA.2.8.3 Read a variety of printed and media materials for different purposes and discuss opinion of what was read.

Student Learning Outcomes

- a. Independently generate and answer ‘*before, during and after reading*’ questions in order to help identify, recall, interpret and analyze information from a range of Grade 8 level texts and reference materials from across the curriculum.
- b. Independently generate and answer ‘*before, during and after reading*’ questions in order to help summarize and draw inferences from a range of Grade 8 level texts and reference materials from across the curriculum.
- c. Identify, recognize and apply facts, instructions or principles from a range of Grade 8 level texts and reference materials from across the curriculum.
- d. Independently ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 8 level texts and reference materials from across the curriculum.
- e. Independently ask and answer questions that infer, predict and combine ideas, information and concepts contained in two or more Grade 8 level texts or reference materials from across the curriculum.
- f. Identify common themes, concepts, features and structural elements in two or more Grade 8 level texts.
- g. Use an appropriate graphic organizer, such as a Venn diagram, to compare and contrast common themes and concepts in two or more Grade 8 texts.
- h. Read, compare and contrast a range of complimentary Grade 8 level texts (narrative, expository, descriptive and persuasive) and express judgments and opinions about the extent to which the author achieves their purpose, states their thesis, supports their argument or expresses their point of view, noting instances of bias and stereotyping.
- i. Read, compare and contrast a range of complimentary Grade 8 level texts (narrative, expository, descriptive and persuasive) and express personal judgments and opinions, with supportive evidence.
- j. Read about, form judgments and opinions and discuss topical issues of personal interest.

Grade 8

Reading

ELA.2.8.4 Read a variety of grade appropriate texts and materials.

(For example, students will be able to read navigation charts, lunar calendars, newspapers, magazines and internet pages.)

Student Learning Outcomes

- a. Read independently, from a wide range of Grade 8 level fiction and non-fiction texts, for more than twenty minutes per day, including reading outside the classroom.
- b. Select and read Grade 8 level and other texts for a specific purpose.
- c. Read a variety of text types from a variety of sources and for different purposes, including for pleasure
- d. Read with discretion and be able to identify bias and distortion in texts, including those found on the internet.
- e. Read and interpret non-text items such as illustrations, diagrams, charts and figures in Grade 8 level and other texts
- f. Read widely in all curriculum content areas in order to support cross-curricular learning.
- g. Read widely in order to be informed about local and international issues, such as climate change, health and social issues.

Grade 8

Writing

ELA.3.8.1 Use grade appropriate strategies to organize thoughts before writing.

(For example, students will be able to identify topics, purpose and audience brainstorm and use concept maps and other organizers.)

Student Learning Outcomes

- a. Contribute to whole-class Shared and Guided Writing activities appropriate for Grade 8, using texts that are models for later writing, analyzing and noting similarities and differences between the structural features of the four text types.
- b. Contribute to whole-class Shared Writing activities appropriate for Grade 8, where the writing process is modeled and demonstrated.
- c. Contribute to class and group discussion and brainstorming to generate ideas that are appropriate for writing at Grade 8 level.
- d. Identify a realistic writing scenario and determine the essential features of the text type that most suits the purpose and audience.
- e. Generate creative, innovative and reflective ideas for their own writing based on personal interest and experience, and record them on a graphic organizer, on a concept map or in a journal.
- f. Discuss ideas for writing in a pre-writing conference with the teacher, a peer or a group of peers.
- g. Plan and organize ideas in a structure that suits the writing purpose, such as arranging events in a narrative in sequential order or arranging key points for an expository text.
- h. Select or develop and use an appropriate graphic organizer, story map or writing frame to record and organize ideas for a piece of writing.
- i. Think about, discuss and develop ideas for point of view, characters and setting before writing a narrative text.

Grade 8

Writing

ELA.3.8.2 Demonstrate competence in writing, using correct grammatical and mechanical conventions of composition appropriate to the purpose for writing.

(For example, students will be able to write well-organized and correct research reports, persuasive texts, descriptions and letters that meet their purpose.)

Student Learning Outcomes

- a. Follow a writing workshop approach, over an extended period of up to two weeks, incorporating the four stages of the writing process, to produce refined and polished narrative, descriptive, expository and persuasive pieces of writing for different purposes at Grade 8 level.
- b. Write for different audiences, including peers, younger children and adults, adapting vocabulary and sentence structure accordingly.
- c. Write narrative texts with well developed setting, characters, plot, dialogue and rising and falling action, and use literary devices, including similes, metaphors, imagery, alliteration and personification.
- d. Write accounts, reports and descriptions in other curriculum areas, using vocabulary, sentence and paragraph structures that are appropriate to Grade 8 level, so as to clarify ideas, explore concepts and support understanding.
- e. Write formal and informal letters and emails to communicate effectively and achieve a purpose.
- f. Write with accuracy and attention to correct spelling, sentence structure and grammar, appropriate for Grade 8.
- g. Write non-fiction texts using well organized and coherent three-part structured paragraphs that contain an introduction or topic sentence, body and conclusion.
- h. Write non-fiction texts using well organized and coherent paragraphs laid out in a logical sequence and joined by smoothly transitioning linking sentences.
- i. Keep a writing journal and make frequent entries on items of personal interest.
- j. Write to complete extended projects, solve problems and achieve outcomes, especially in social and environmental-related areas.
- k. Participate in peer or teacher conferencing, receive feedback from the text's audience, incorporating feedback into improving future writing.
- l. Keep a portfolio of finished writing, showing progression over time.
- m. Write using neatly formed, forward sloping and uniform cursive script appropriate for Grade 8.
- n. Type and print or display a finished piece of writing, including appropriate illustrations, using Microsoft Word or other word processing software.

Grade 8

Writing

ELA.3.8.3 Use reference materials to research and report.

(For example, students will be able to use dictionaries, encyclopedia, newspapers, thesauruses, computers and the internet.)

Student Learning Outcomes

- a. Identify a topic and purpose appropriate for Grade 8 and develop leading questions that support inquiry, investigation and research.
- b. Select appropriate Grade 8 level resource materials, including electronic texts, search for relevant information using contents page and index, and extract key points and supporting details to fulfill their purpose.
- c. Acknowledge the reference materials and sources of information consulted using an informal method of citation.
- d. Write notes and extended answers to teacher-generated questions about a short non-fiction text.
- e. Write short notes, capturing the main points and supporting details of a non-fiction text, using a graphic organizer selected to fit the purpose.
- f. Write short notes on an analysis of two or more Grade 8 level non-fiction texts, using an appropriate graphic organizer, such as using a Venn diagram to compare and contrast.
- g. Use notes from a graphic organizer to write a summary or analysis of a Grade 8 level non-fiction text or texts.
- h. Use selected relevant notes from a variety of source reference materials to write summaries and reports.
- i. Write an explanation, commentary or interpretation for a chart, graph or diagram.
- j. Use dictionaries and thesauruses to improve word choice.
- k. Listen to or view a broadcast appropriate to Grade 8, note important points and make a written summary.

Grade 8

Literature

ELA.4.8.1 Listen to, read or view and respond to a narrative or poem.

(For example, students will be able to make a written or oral review of a reading or theatre performance.)

Student Learning Outcomes

- a. Read, listen to and view a range of narrative genres and poetry appropriate to Grade 8 level and participate in related creative and practical activities, including interpreting, retelling, role play and drama, using a variety of digital sound and visual media.
- b. Read, listen to and view a wide variety of Grade 8 level literature and media of different genres and respond through discussion with insightful observations, analysis and evaluations.
- c. Read, listen to and view a wide variety of Grade 8 level literature and media of different genres and recognize, compare, contrast and analyze the effects of common literary devices and themes.
- d. Read and listen to a wide variety of Grade 8 level narratives and poetry of different genres and recognize and interpret the effects of word choice, figurative language, text structure, repetition, rhythm and rhyme.
- e. Recognize, analyze and discuss the effects of the use of first, second and third person narration in a range of stories and other literary genres appropriate to Grade 8 level.
- f. Recognize and discuss the significance and impact of important universal themes, such as friendship, loyalty, bravery and conflict between good and evil, in a wide variety of Grade 8 level literature and media.

Grade 8

Literature

ELA.4.8.5 Apply knowledge of literal and figurative meanings to build vocabulary.

(For example, students will be able to interpret metaphor and allegory to enhance their written vocabulary.)

Student Learning Outcomes

- a. Read, listen to and view a range of fiction and non-fiction genres appropriate to Grade 8 level English learners and interpret, compare and contrast literal and figurative language used, including simile, metaphor, personification, imagery, hyperbole and onomatopoeia.
- b. Read, listen to and view a range of fiction and non-fiction genres appropriate to Grade 8 level English learners and describe the intended and actual effect on the reader of figurative language used, including simile, metaphor, personification, imagery, hyperbole and onomatopoeia, irony, understatement and idioms.
- c. Demonstrate the effective use of descriptive, literal and figurative language in their own writing.

Grade 8

Literature

ELA.4.8.3 Dramatize, record and write about the effects of culture and historical periods on literature and vice-versa.

ELA.4.8.4 Write and present an analysis that shows the cultural differences between a piece of complex literary text and personal experiences.

Student Learning Outcomes

- a. Read, listen to and view a range of literary genres from different countries, historical periods and cultures, appropriate to Grade 8, and participate in discussions about the cultural values portrayed in the texts.
- b. Read, listen to and view a range of literary genres from different countries, historical periods and cultures, appropriate to Grade 8, and participate in discussions about cultural themes and issues portrayed or alluded to in the texts.
- c. Read, listen to and view a range of literary genres from different countries, historical periods and cultures, appropriate to Grade 8, and use a graphic organizer to compare and contrast cultural themes and issues with their own experience.
- d. Read, listen to and view a range of literary genres from different countries, historical periods and cultures, appropriate to Grade 8, and use a graphic organizer to analyze and compare the cultural values and experiences portrayed in the texts to their own cultural values and experiences.
- e. Analyze and demonstrate the extent to which the author's cultural and historical experiences and values are reflected in a range of examples of Grade 8 literature.
- f. Participate in internet- or email-based cross-cultural literary activities, competitions, exchanges and projects that involve reflection and analysis as well as expression through drama and creative writing on cultural themes.

Grade 8

Literature

Write and present different forms of literary works of medium complexity.
(For example, students will be able to write plays, songs, poems, myths and legends.)

Student Learning Outcomes

- a. Study a variety of Grade 8 level narratives and other genres and identify the techniques the author uses to achieve their purpose.
- b. Use grade-appropriate strategies in the writing process to develop and write a variety of creative literary texts of medium complexity, using familiar texts as models or starting points, including personal narratives, plays, poetry and other genres.
- c. Write narrative texts that include well-developed settings, characters and plots that include rising and falling action, conflict, tension and denouement.
- d. Make use of literary devices, including similes, metaphors and alliteration, in their writing.
- e. Critique their own writing, as well as the writing of peers, paying attention to setting, character and plot development.

Grade 8

Literature

ELA.4.8.2 Recognize and identify the complex elements of plot.

(For example, students will be able to recognize and identify foreshadowing [the writer's use of hints or clues about what will happen next] inciting forces [the event that triggers conflict] conflict, crisis, climax and resolution.)

Student Learning Outcomes

- a. Create and compare graphical representations of the exposition, rising and falling action, conflict and resolution in the plots of a variety of narratives appropriate to Grade 8.
- b. Analyze a variety of Grade 8 level narratives and identify the techniques the author uses to sequence the action in a narrative, create and manage tension and advance the plot.
- c. Recognize and explain the purpose and effect of complex elements of plot, including exposition, inciting forces, rising action, conflict, climax, falling action, denouement or resolution, flashback and foreshadowing, in a variety of narratives appropriate to Grade 8.

Scope and Sequence of Student Learning Outcomes

The following tables show the scope and sequence of SLOs arranged by grade cluster. This arrangement allows teachers and specialists to gain an overview of the breadth and depth of the SLOs and the pattern of progression from one grade to the next.