

Curriculum for Grade V

(Age10 - 11)

I. General Learning Outcomes for Listening and Speaking

The programme of instruction in Grade Five is intended to enable students to further develop the skills learned in Grade IV and to extend their abilities in all the domains of the language arts. By the end of Grade V students should be able to:

1. apply all the learning outcomes listed for listening and speaking at the Grade IV level and to use effective listening and speaking strategies in oral communicative situations
2. listen to develop language awareness and to distinguish between standard and non-standard varieties of English
3. listen to understand literal and implied meanings in oral discourse
4. listen attentively for a variety of purposes, particularly to complete academic tasks well
5. speak effectively and with confidence in different communicative situations
6. speak to express a personal response to literature they have read
7. use language code (and adjust tone) as appropriate to the communicative situation

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade III students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
I. Listening and Speaking			
<u>A. Interpersonal Communication</u> <u>A – 1. Communicating to interact socially.</u>	<ol style="list-style-type: none"> 1. <u>listen to develop language awareness and to distinguish between Standard English and non-standard varieties spoken in the Caribbean</u> 2. <u>listen attentively to understand directions and instructions and to follow them</u> 3. <u>relay with accuracy messages that they have listened to</u> 4. <u>observe a speaker to interpret his/her non-verbal message</u> 5. <u>observe paralinguistic clues [volume, rate of speech, pitch, tone], facial expressions and body language to determine a speaker's emotional tone</u> 6. <u>observe non-verbal clues to understand a speaker's message</u> 7. <u>adjust register and tone as appropriate to the communicative situation and context</u> 8. <u>observe the conventional courtesies in conversations</u> 	<ul style="list-style-type: none"> • <u>Select a good example of a poem that uses dialect. First have a warm up activity to orient students to the poem and its contents [e.g. use the title to initiate discussion about the subject matter of the poem and the language code that might be used in it. If the title is in dialect, write it on the board and have the students talk about what it means. Ask them to give the Standard English version of the title. Set some specific purposes for listening (based on the contents and message of the poem). Then read the poem or play a recording of it. Follow the reading with discussion about the tasks set as well as additional language awareness activities. For example, link with writing by having students work in pairs or small groups to give a Standard English version of the poem, or to dramatise it if it lends itself to that kind of activity. First select examples that reflect the dialect used in the island / territory and that the child is most likely to speak.</u> • <u>[Outcomes 2 and 7] Review some of the activities for following and giving instructions and directions listed for earlier grades. Extend students' ability to follow instructions and directions and to give clear instructions and directions by designing tasks</u> 	<ul style="list-style-type: none"> § <u>Good examples of poems and stories in which dialect is used. Also skits or plays using dialect. Select those that are suitable for the age group.</u> § <u>Charts showing Standard equivalents of some dialect constructions.</u> § <u>Tape recorder and pre-recorded tapes of selections of literature that include dialect.</u> § <u>Blank tapes for recording students' contributions for further listening and discussion.</u> § <u>Stimulus materials from other subjects that explain how to make or do something.</u> § <u>Sections of maps / full maps for working out routes and giving directions.</u> § <u>Access to drama centre for realistic presentations and</u>

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	9. <u>ask for clear instructions and directions</u> 10. <u>give clear instructions and directions to a listener</u>	<p><u>in which they work through the steps of an activity as they listen to instructions or directions given by someone else. Have students work in pairs to take turns to give instructions and to follow them. Use materials from other subjects that are suitable to this activity. Do the same for listening to and giving directions.</u></p> <ul style="list-style-type: none"> <u>Use role-play situations to give students practice adjusting their choice of language, tone etc. Work out simulated activities in which the situations are casual or formal and in which the speaker's status vis-à-vis the student's varies. For example, to have students use more formal and careful speech, let the (real or imagined) speaker (interlocutor – i.e. the person with whom the student will be interacting) be someone older who is respected in the school / community. If the situation is imagined, let students take turns being the characters in the role-play. Have other students comment / give feedback on the appropriateness of language, tone and attitude, using criteria that you and the students have discussed beforehand.</u> 	<p><u>creating characters for simulated situations.</u></p> <p>§ <u>Lists of criteria for assessing oral contributions in casual and formal conversations / interactions.</u></p>
A – 2 Communicating to give and to get information	11. listen to determine the gist of a speaker's contribution 12. listen to a speaker's	<p>§ <u>Use real situations, e.g. the occasion when a speaker has been invited to speak to the students; or the Principal's morning message. Set purposes for listening. Ask students to</u></p>	<ul style="list-style-type: none"> Resource persons invited to the class to give short talks to students on topics of interest that they are

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	<p>contribution and give a short summary of it</p> <p>13. listen to an oral report to follow the main points / determine the sequence of events and to give an accurate account of it later</p> <p>14. ask a speaker for clarification about the subject matter of his / her contribution</p> <p>15. prepare and give an informative oral presentation about a topic of interest / an event</p> <p>16. formulate questions to get information about / to investigate a particular topic</p>	<p><u>listen to determine the substance of the speaker's message. The listening activity can be followed by a short writing exercise. [e.g. have students write down the gist in one sentence, or have the class discuss the gist of the message.</u></p> <p>§ <u>Get a sample of the speech / talk beforehand to determine what the gist is. Include the gist on a large sheet of Bristol board as a multiple choice item. First orient the students to the speech / talk by discussing the topic and what they know about it and the subject matter to be discussed. Introduce the statements on the board and tell the students that only one expresses the gist. Ask them to listen to the speech and decide which statement gives the gist. Review what the word <i>gist</i> means before asking the students to listen.</u></p> <p>§ <u>[Extend the previous activity to include Outcome #10 and] have students give an oral summary of the subject matter of the speaker's talk.</u></p> <p>§ <u>Have students write down a numbered list of four or five points on a sheet of paper. Use a recording of a short report as a stimulus for listening. Ask students to write down short phrases to indicate the points made in the</u></p>	<p>studying in Lg. Arts or other subjects across the curriculum.</p> <ul style="list-style-type: none"> • Charts reviewing in point form the principles of writing a summary. • Large sheets of Bristol board or flip chart paper for: <ul style="list-style-type: none"> - writing down sentence options for whole class inspection - writing examples of well-formed questions – open-ended and closed - displaying good examples of students' writing. • Writing materials, paper, pens, pencils. • Pre-recorded tapes with selections of talks / short speeches, dialogues etc.

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		<p><u>order that they were made in the report.</u> <u>Students compare and discuss their answers.</u></p> <ul style="list-style-type: none"> Encourage students to ask questions of each other when they make contributions and also of invited speakers to the class. As preparation, first explain the difference between closed <u>questions</u> (i.e. those that require either <i>yes</i> or <i>no</i> as an answer) and open questions (those that require giving information / an explanation as an answer). Draw up a list including both closed and open questions about a short reading passage (e.g. dialogue, explanatory text). Ask students to identify those questions that are closed and those that are open. Help students to formulate open ended questions that they would like to ask a speaker who has been invited to visit the class to speak about a specific topic. Link listening activities with writing. For example, <u>after</u> reviewing letter <u>writing</u> principles, <u>have</u> students write the letter of invitation to the speaker as well as the thank you letter. Have students write <u>a</u> letter to tell a friend / family member about the visit <u>/or</u> <u>the</u> speaker's presentation. 	

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Get a sample of the speech / talk beforehand to determine what the gist is. Write down the gist on a large sheet of Bristol board and include other options that refer to some aspect of the talk but do not give the gist. Pin up all the options (three or four including the statement expressing the gist) on the board. First orient the students to the speech / talk by discussing the topic and what they know about it and the subject matter to be discussed. Introduce the statements on the board and tell the students that only one expresses the gist of the speech / talk. Ask them to listen to the speech and decide on the statement that expresses the gist. Review what the *gist* is before asking the students to listen.¶

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B - Listening and speaking to develop oral language for school/ academic purposes			
B – 1. Listening and speaking for enjoyment and to express personal response to literature	<p>17. listen to poems introduced in class and talk about personal response to them.</p> <p>18. listen to poetry, song lyrics, to discover the rhythm of language and to talk about their response to the material</p> <p>19. give an oral presentation in which they retell /or tell about a story they have read.</p> <p>20. give an oral presentation in which they talk about their personal response to literature they have read</p> <p>21. give an oral presentation in which they summarise the plot of a narrative / present a character sketch /</p> <p>22. give an oral presentation in which they use details / examples / supporting information from the texts they have read as evidence for the conclusions they draw about the</p>	<p>§ Have several good poems for students to listen to during the course of the year. Select poems carefully to highlight the particular features you want to focus on. Have some of the poems pre-recorded so students can listen to them as a whole class group, in small groups, and individually.</p> <p>§ First introduce the title of the poem and activate students’ background knowledge about the subject matter by having them talk about the title. Review material covered in Grade 3 on rhythm and rhyme. Set a specific purpose for listening (e.g. to find out whether the poem uses end rhymes). Read or play the recording of the poem to the students. Follow by having students talk about the rhyming pattern. Hand out pre-printed sheets of the poem but leave out some of the end rhymes. Have students listen and write in the missing rhyming word. Follow with discussion about the pattern of rhymes. [Link with writing by giving having students select a topic and letting them have a go at writing a poem using a rhyming pattern. Provide opportunities for students to read their poems to the class and to talk about their writing. Discussion can also</p>	<p>§ A good selection of poems for the age group.</p> <p>§ Good examples of choral recitations (include good ones written by students in previous Grade 4 groups).</p> <p>§ Good examples of individual oral presentations in which students express a response to literature they have read. Examples selected should focus on key aspects of the presentation.</p> <p>§ A good selection of stories for supplementary reading – during silent independent reading sessions or at home.</p>

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	<p>text</p> <p>23. recite a poem, dramatic monologue with expression</p>	<p>focus on the message of the poem, the images created by the words used.]</p> <p>§ Select some poems that lend themselves to choral recitation [See TG. e.g. <i>The Wind in a Frolic</i> or <i>The All Alone Tree</i> or <i>Rilloby-rilloby</i>]. First discuss the subject matter of the poem; organize recitation by the whole class, small groups, pairs and individuals. Help the children to keep the rhythm by tapping or clapping. Record best efforts and use as stimulus for critical listening.</p>	
<p>B – 2 . Listening and speaking for understanding</p>	<p>21. listen to predict outcomes from a series of events described</p> <p>22. listen to make inferences about implied meanings</p> <p>23. listen to reconstruct the meaning of a message characterized by hesitations, false starts etc.</p> <p>24. listen to an oral presentation to draw appropriate conclusions from it</p> <p>25. listen to an oral presentation to find out the main idea and to explain what it is</p> <p>26. give oral descriptions of places,</p>	<p>§ Orient students to a listening text before asking them to listen to it. Activate students' background knowledge and encourage discussion about the topic. Provide students with a clear focus for listening by setting purposes for listening. Do not set more than one manageable task at a time. Follow the listening activity with a meaningful and related task that can be integrated with other domains, e.g. writing.</p> <p>§ Find examples of the type of oral presentation that you are asking students to present. Use the example as a basis for critical reading and to provide a model that indicates the pattern of organization to students. Use the example as a stimulus to have students observe its features and to</p>	<p>§ Selection of good examples of oral presentations that demonstrate the features of the particular type that is being taught for use as models [e.g. book report, summary, description of place, object, information about an event, explanation about the process used to get something done etc.</p> <p>§ In addition to the main class text, a good selection of reading material that will motivate students to read and share their response to the reading.</p>

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	<p>objects, people</p> <p>27. give oral reports based on current events, books they have read, movies they have seen, experiments they have conducted</p> <p>28. decide on the organization and point of view they will use for an oral presentation, prepare it and give it</p> <p>29. decide on the topic for an oral presentation and use appropriate details and supporting information [facts, examples, explanations] to develop it</p> <p>30. give an oral summary of books they have read, of important events and plans</p>	<p>discuss them.</p> <p>§ Integrate activities in listening and speaking with other domains [for example, reading] by providing opportunities for students to give oral presentations on books and poems that they have read.</p> <p>§ Guide students to use details, examples and information from relevant sources to support the main points in their oral presentations.</p> <p>§ Encourage discussion and feedback on the presentations that students give. Have students generate a set of questions that focus on the salient features of the type of presentation and use them as guides for critical listening and to provide feedback on the presentations of their classmates.</p> <p>§ Link with the writing domain to teach students the principles of writing a good summary. Provide opportunities for students to present oral summaries.</p>	<p>§ Charts that show examples of organization patterns being taught.</p> <p>§ Photocopies of presentation types for critical reading and discussion.</p> <p>§ Carefully selected examples of work from former (anonymous) students that illustrate significant teaching points.</p> <p>§ Dynamic charts that facilitate the learning of the concepts students are learning.</p>
B – 3. Listening and speaking to evaluate concepts 	<p>31. listen to distinguish fantasy from reality; fact from opinion / belief</p> <p>32. listen to identify and discuss critically persuasive techniques</p>	<p>§ Use a range of good stimulus materials that focus on the particular features students are expected to learn.</p> <p>§ Integrate listening tasks with reading. Critical reading and discussion of features in</p>	<p>§ Fairy tales, short selections from Science Fiction, informative texts, newspaper commentaries suitable for the age group and other materials that provide examples of the</p>

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	<p>used in advertisements</p> <p>33. listen to identify and discuss critically, the techniques used in selected speech acts such as flattery / exaggerated praise</p> <p>34. pace their oral presentations effectively, give appropriate emphasis to important points, vary tempo and voice quality, and use clear diction</p>	<p>reading selections can act as a stimulus for identifying and analyzing these features in a listening activity. Do not teach a range of features at once. Make sure that students understand a feature and can apply it appropriately before introducing another.</p> <p>§ Use advertisements of different types – those intended for radio and TV. Help students identify and analyse the claims that are made, facts that can be verified as opposed to unsubstantiated claims, the effects and appeal of the jingles used etc.</p> <p>§ Select good examples of dialogues from texts that represent flattery etc. Integrate listening and reading activities that help to strengthen students’ ability to identify the features that are being focused on and to discuss them critically.</p> <p>§ Use models that exemplify good oral presentations. Have students listen critically to detect speaker’s diction, pacing, etc.</p> <p>§ Have students do individual oral presentations / recitations that allow them to practice diction, appropriate phrasing, pacing and modulation of voice etc.</p>	<p>features being taught [e/g fact, belief / opinion]</p> <p>§ Prepared dialogues with, examples of speech acts such as praise, dares, promises etc.</p> <p>§ Tape recorder, microphone, pre-recorded tapes with stimulus materials for listening and blank tapes for recording student renditions.</p> <p>§ The resources listed in the foregoing sections.</p>

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B - 4. Vocabulary building and concept development for oral communication in classrooms and other contexts	35. recognize high frequency words and their meanings used in oral discourse 36. understand and use more words that are used figuratively in texts / presentations that they listen to 37. use words for their figurative and metaphorical meanings in their oral presentations 38. interpret the meanings of words in the contexts in which they are used	§ Integrate the teaching of vocabulary with reading and writing. § Design activities that require students to use contextual clues to determine the meanings of words. § Adapt some of the activities described for vocabulary building in the Grade IV syllabus to help students extend their knowledge of words and increase their vocabulary.	§ Refer to the resources listed for the Grade III / IV curriculum. § Good stimulus materials including selections from other subjects that introduce and explain important concepts. § Good oral presentation models that illustrate effective use of words.
C. Voice skills – developing clear diction – enunciation, pronunciation	39. project and modulate voice effectively in making oral presentations 40. articulate clearly and use correct stress assignment in pronouncing words 41. adjust volume, pitch and tone appropriately according to the situation and requirements of the particular presentation 42. vary the rate of speech and pace speech appropriately to convey	<ul style="list-style-type: none"> • Provide opportunities for students to do choral recitation of poems. • Let students make individual oral presentations on varied subjects, informative reports as well as literary selections. Let other students listen critically to provide feedback. • Use a checklist of questions (or statements) that focus on important features of delivery and have students use these to guide their assessment and discussion of each other's oral presentations and oral delivery. 	§ A selection of good stimulus materials that incorporate the features that are being taught. § Tape recorder and pre-recorded selections for critical listening. § Blank tapes for recording samples of students' oral presentations. § Charts / print outs of lists of features / checklists.

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	<p>the meaning of the oral message effectively</p> <p>43. provide emphasis as needed in appropriate places to allow the listener to follow the points being made and for effective delivery</p>	<ul style="list-style-type: none"> Let students listen critically to good examples of choral recitations or of dramatic monologues that exemplify good oral delivery. Encourage discussion of the models used to help students focus on strengths and weaknesses of presentations. 	
D. Attitudes and Interest	<p>44. share ideas and participate in oral activities in the classroom</p> <p>45. listen attentively and critically to oral presentations and give appropriate responses</p> <p>46. ask appropriate questions of a speaker for information and clarification</p> <p>47. give oral presentations that provide information, explain a process, present a narrative and a response to literature</p>	<p>§ Refer to the suggestions listed in foregoing sections, and adapt selected activities from the Grade III / IV curriculum to reinforce particular skills and provide a foundation for extending students' abilities in listening and speaking.</p> <p>§ Help students to select topics for oral presentations that are suitable for grade five.</p> <p>§ Integrate domains within the language arts and select materials from across the curriculum for use as stimulus for listening and speaking activities.</p>	<p>§ Refer to the list of resources listed in the foregoing sections.</p> <p>§ Appropriate topics and stimulus materials from other subjects in the grade V curriculum – Social Studies, Science, Art and Craft etc.</p>

II. General Learning Outcomes for Reading

By the end of Grade V students should be able to:

1. apply all the learning outcomes listed for reading at the Grade IV level and read texts at Grade V fluently and accurately
2. recognize an increasing number of high frequency words
3. use word identification strategies learned in earlier grades [e.g. knowledge of root words and affixes] to decode new and unfamiliar words
4. read narrative and expository texts at the Grade V level aloud with fluency, expression, and understanding
5. read texts at Grade V level independently with understanding and discuss what they have read
6. use strategies learned in earlier grades and those introduced in Grade V to construct meaning in texts
7. determine how the use of text features enhance the information and help clarify the meaning of the text
8. read for enjoyment and show their delight in reading through sharing information about and by discussing books
9. show that they understand words used for their literal and figurative meanings in texts at their level

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II. Reading			
A. Understanding about texts – Organisation and Context	<ol style="list-style-type: none"> 1. <u>use their knowledge of text structure and organization to help them understand the content</u> 2. <u>explain the purpose of main text types</u> 3. <u>determine how (and analyse) specific features of a text [e.g. headings, graphics, charts, diagrams, illustrations, maps] are used to make the text clear to a reader</u> 4. <u>use different parts of a text [e.g. glossary, table of contents, index] to help them locate information easily</u> 	<p>§ <u>First ensure that students are familiar with the parts of a book and text features by reviewing them carefully and re-teaching concepts as needed.</u></p> <p>§ <u>During reading show students how the use of graphics, diagrams, illustrations and charts are used by authors to enhance and clarify the meaning of the text.</u></p> <p>§ <u>Use texts of different types [informational, narrative] to help students see the difference between the types. Review also difference between poetry, prose.</u></p> <p>§ <u>Help students become familiar with parts of a text such as the table of contents, the glossary and index and use them as tools to find information in a text. Use texts from other subject areas for this purpose as well. Demonstrate / model the use of these features in guided reading sessions.</u></p> <p>§ <u>Help students follow and analyse the sequence of events in a text and the chronological order in which material is presented.</u></p> <p>§ <u>Show students how to inspect, extract and</u></p>	<p>§ <u>Reading materials that are at grade level and can be managed by students.</u></p> <p>§ <u>Texts that use illustrations, graphics, charts, maps. Texts from other subjects that have these features.</u></p> <p>§ <u>Informational and narrative texts.</u></p>

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		<u>summarise information presented in graphic displays, charts, etc.</u>	
B. Word recognition, decoding and developing fluency.	<p>5. <u>recognize an increasing number of high frequency words at grade level</u></p> <p>6. <u>determine the meanings of words by inspecting the contexts in which they are used</u></p> <p>7. <u>use knowledge of word patterns, derivations / roots and affixes to identify familiar words and decode new ones</u></p> <p>8. <u>read texts at grade level aloud with fluency and expression, using appropriate phrasing, pacing and intonation to indicate understanding</u></p>	<p>§ <u>Have students read some of the text aloud for checking fluency etc.</u></p> <p>§ <u>Take a running record of a students' reading to check for strengths and weaknesses. Use that information to help students overcome difficulties and to achieve fluency. Work with individual students to do take the record.</u></p> <p>§ <u>Teach directly those students who have difficulty how to decode so that they can use appropriate strategies to solve decoding problems while reading. See suggestions given for earlier grades as well as the Teachers' Guide.</u></p> <p>§ <u>Model expressive reading and modulation of intonation.</u></p> <p>§ <u>Help students build fluency and rate by having them practice reading sentences that cause some difficulty and rereading them until they can do so fluently. Then increase the length of the reading selection and have them practice to time until rate and fluency improve. Time students' reading of these selections to check their rate and fluency.</u></p>	<p>§ <u>Use a selection of texts but emphasise expository [informational] texts.</u></p> <p>§ <u>Dynamic charts that display roots and affixes.</u></p> <p>§ <u>A dictionary for reference.</u></p> <p>§ <u>A stop watch for timing reading.</u></p> <p>§ <u>Reading record forms to check the performance of students (see TG).</u></p>

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		<p>§ <u>Use individual reading conferences to give students feedback about their reading, to check their understanding of texts at grade level and to determine their readiness to move on to more challenging texts. Make sure that students are fluent at a particular level before letting them move on to a more challenging level.</u></p> <p>§ <u>Teach students how to use contextual clues to figure out the meaning of a word in context.</u></p>	
C - Understanding texts: constructing meaning critical reading and thinking; personal response to literature			
C – 1. Constructing meaning: critical reading and thinking	<p>9. <u>use reading strategies learned in earlier grades to help with their understanding of a text</u></p> <p>10. <u>identify the main ideas in a text and the information given by the author to support these ideas</u></p> <p>11. <u>distinguish between main idea and supporting details in a text</u></p> <p>12. <u>use background knowledge and information given in a text to make inferences and draw conclusions about it</u></p>	<p>§ <u>Provide adequate guidance for students through explicit teaching of concepts and by modeling strategies for reading comprehension.</u></p> <p>§ <u>Teach students to use strategies for solving problems while reading [e.g. using contextual clues to figure out the meanings of words, rereading phrases, clauses, sentences, sections to make appropriate connections between ideas, using restatements, information given in parenthesis, footnotes and endnotes etc.]</u></p>	<p>§ <u>Teaching resources that provide clear explanations of strategies that can be used to help students become fluent readers.</u></p> <p>§ <u>Texts at grade level that are manageable for students. A varied selection to cater to slower and gifted students.</u></p>

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	<p>13. <u>ask questions of the text and of themselves as they read to help them understand it</u></p> <p>14. <u>make predictions about text outcomes based on explicit and implicit information given</u></p> <p>15. <u>distinguish between facts and opinions in a text</u></p>	<p>§ <u>Teach students to use queries while they read to make important connections between text segments.</u></p> <p>§ <u>Model the use of queries and thinking aloud for students during guided reading activities to help them use these strategies productively as aids to comprehension.</u></p> <p>§ <u>Teach students to use Question and Answer Relationships [QARs] as a strategy for answering comprehension questions.</u></p> <p>§ <u>Provide opportunities for students to answer questions about a text during reading. Do not ask questions only at the end of the reading session.</u></p> <p>§ <u>Give students the opportunity to generate questions about a text.</u></p> <p>§ <u>Teach students how to use graphic organizers as a tool in reconstructing information or showing the relationship between main ideas and concepts and related supporting information of these ideas and concepts.</u></p> <p>§ <u>Provide opportunities for sustained silent independent reading every day. First, provide students with the guidance they need to help</u></p>	<p>§ <u>Charts, sheets with graphic organizers.</u></p>

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		<p><u>them become confident and independent readers then increase their opportunities for independent reading.</u></p> <p>§ <u>Link with oral activity by having students discuss the books that they read. Establish opportunities for sharing in whole class, small and pair groupings.</u></p> <p>§ <u>Link with writing by having students write reports about what they have read.</u></p> <p>§ <u>Have guided reading sessions to help weaker students tackle problems efficiently during reading. Teach them strategies for problem solving while reading.</u></p> <p>§ <u>Provide opportunities for students to have practice at gaining mastery with one level of text before requiring them to move on to a more challenging level.</u></p>	
C- 2. Responding to Literature	<p><u>16. identify and explain the main features of literary texts such as poetry, fiction, drama and nonfiction</u></p> <p><u>17. identify the main events of the plot and discuss the ways in which the actions of characters influence these events and the</u></p>	<p>§ <u>Help students extend their understanding and appreciation of literature by having them read a variety of books, classics as well as more modern works and selections from other cultures.</u></p> <p>§ <u>Use a story grammar to help students map out the structure of a plot (see Teachers' Guide).</u></p>	<p>§ <u>A good selection of literary texts: poetry, fiction, non-fiction, and autobiographies. Include selections from other cultures as well.</u></p> <p>§ <u>Picture books with good illustrations.</u></p>

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	<p><u>story outcomes</u></p> <p>18. <u>discuss the resolution of the plot in relation to the other main events</u></p> <p>19. <u>identify the nature of the conflict of the plot and discuss how the actions of characters contribute to the complication</u></p> <p>20. <u>identify the characters in a work of fiction, describe them, contrast their actions, motives, and discuss their relationships with other characters</u></p> <p>21. <u>identify most common figures of speech [e.g. simile, metaphor, personification, hyperbole, onomatopoeia] and talk about their use and effectiveness in the text</u></p> <p>22. <u>contrast two characters in a work of fiction</u></p> <p>23. <u>identify and discuss the theme of a work</u></p>	<p>§ <u>Identify with students the main events of the plot and list them; have students write down information about each story element; follow with discussion about these, using examples and evidence from the text to support.</u></p> <p>§ <u>Help students to identify and analyse the use and effectiveness of the relevant figures of speech in context. Refer to the literary terms naturally in your discussions with students to help them increase their familiarity with the literary terms being taught.</u></p> <p>§ <u>Have students discuss how the author’s use of common literary devices contributes to the meaning of a work. See glossary for definitions and Teacher’s Guide for suggested teaching activities.</u></p> <p>§ <u>Use graphic organizers, e.g. a Venn diagram to help students organize information about characters for a comparison and contrast activity. Similarities go into the intersection of the diagram and the differences (for each character) go into the other parts of the circles. Link with writing by having students use the diagram to organize two or three paragraphs in which they compare and contrast the characters and discuss their traits. The graphic organizer can be used for comparing</u></p>	<p>§ <u>Note sheets for students with main story elements (e.g. plot / conflict, character, theme). Preprinted sheets with the elements to facilitate note making by students.</u></p> <p>§ <u>Graphic with story grammar.</u></p> <p>§ <u>Charts with definitions and examples of literary devices for use as pin-up references.</u></p> <p>§ <u>Useful graphic organizers e.g. sheets with blank Venn diagrams for students’ use in comparison / contrast activities.</u></p> <p>§ <u>A few pre-recorded stories or parts of stories, poems, dramatic monologues or dialogue, scenes from plays.</u></p>

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		<p><u>and contrasting two books that students have read.</u></p> <p>§ <u>Teach students about the literary devices directly and through use of many examples and by having them read selections in which they occur. Be sure that they understand what theme is [i.e. the meaning / moral of the story, that simile is the overt comparison of two unlike things etc.] Use shared and guided reading sessions to draw attention to (and to have students observe) the use of these in context. Have students discuss the effect the author creates by his / her selection and use of the devices that they encounter in their reading.</u></p>	<p>§ <u>A few carefully selected videos for viewing, discussion and comparison with printed versions of stories.</u></p> <p>§ <u>(Access to) relevant electronic / technological equipment for listening and viewing [VCR, monitor, tape recorder etc.]</u></p>
<u>C – 3. Vocabulary Building and concept development</u>	<p>21. <u>identify commonly used synonyms and antonyms and discuss their meanings in the literary texts they read</u></p> <p>22. <u>use root words and affixes to interpret the meaning of complex words they encounter in their reading</u></p> <p>23. <u>identify root derivations from Latin and Greek and affixes to interpret the meanings of complex words they encounter in the literary materials that</u></p>	<p>§ <u>Link vocabulary work with listening and writing activities (See Section I B.4 above and Section III D-2. below).</u></p> <p>§ <u>Explain what a root is, using examples. Have students find (or provide) examples of words using the same root and have them deduce the meaning of these words.</u></p> <p>§ <u>During shared reading of literary material have students find words that are built around common roots and discuss them / their meanings in the text.</u></p>	<p>§ <u>A good dictionary and thesaurus.</u></p> <p>§ <u>Charts with graphic organizers showing word families, roots and appropriate affixes.</u></p> <p>§ <u>Notebooks for use as individual Word Banks and class WB.</u></p> <p>§ <u>Material for making up word games and</u></p>

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	<p><u>they read</u></p> <p>24. <u>identify and interpret the figurative language / literary devices that they encounter in the materials they read</u></p>	<p>§ <u>Use a graphic organizer (clusters or webs) to show word relationships to a common root.</u></p> <p>§ <u>Encourage students to read a lot more (at home and in spare time in addition to in-class reading) as one of the ways in which they can build a good / wide vocabulary.</u></p> <p>§ <u>Teach students how to use a dictionary and thesaurus for checking meanings, finding synonyms and antonyms etc.</u></p> <p>§ <u>Encourage ownership of new words learned by engaging students in interesting vocabulary building activities.</u></p> <p>§ <u>Have students continue to use and develop their Word Banks by including new words learned / literary devices encountered, writing down their meanings / definitions and writing sample sentences in which they use the new words.</u></p>	<p><u>crossword puzzles.</u></p>
<p><u>D. Reading and writing connections</u></p>	<p>25. <u>respond to texts they have read by writing about them in several ways:</u></p> <ul style="list-style-type: none"> - <u>responses that present their reactions and responses to what they have read</u> - <u>reports about the books</u> 	<p>§ <u>Use the materials students read to help them focus on the characteristics of the text type. Provide opportunities for them to have a go at writing that text type.</u></p> <p>§ <u>Teach students the format of different types of reports (relevant to the grade level and the tasks they are asked to complete), have them</u></p>	<p>§ <u>Again, a good selection of reading materials that exemplify the use of the text types.</u></p> <p>§ <u>All the resources listed in the foregoing sections.</u></p>

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	<p><u>they have read, about the experiments they have conducted in Science; poems, short fiction, skits, plays</u></p>	<p><u>read different reports and discuss their characteristics as pre-writing activities for report writing.</u></p> <p>§ <u>Teach the characteristics of different literary texts that students read. Help students to discuss these characteristics and develop familiarity with them. Provide opportunities for students to experiment with writing these text types.</u></p> <p>§ <u>Link with writing process activities. See Teachers' Guide for suggestions.</u></p>	
E. Attitudes and Interest	<p>26. <u>read aloud expository and narrative texts fluently, accurately and with confidence</u></p> <p>27. <u>engage in sustained, silent, independent reading every day</u></p> <p>28. <u>view and use books as an important source of information and enjoyment</u></p> <p>29. <u>use library (and other) resources to search for books of interest</u></p> <p>30. <u>show willingness to read and to make progress towards reading materials at a higher grade level</u></p>	<p>§ <u>Provide opportunities for students to read extensively and nurture students enjoyment of reading by selecting materials that are interesting and enjoyable for the grade level (see TG for some suggestions).</u></p> <p>§ <u>Engage students in activities that will build their confidence as readers. Help them to gain mastery over the skills at their level and the material at their level before requiring them to go on to a more difficulty level.</u></p> <p>§ <u>Organise individual conference sessions with students in which you take running records of their reading periodically to determine their progress and give guidance to weak readers.</u></p>	<p>§ <u>All the resources listed in the foregoing sections.</u></p>

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III. General Outcomes for Writing

By the end of Grade V students should be able to:

1. show mastery of the learning outcomes in writing listed for Grades III and IV
2. use a range of strategies to plan, organize and write, revise, proofread and edit their writing
3. organize their writing in the most effective way to convey the intended message
4. show mastery of particular text structures in their writing (e.g. story, report, summary)
5. use Standard English consistently in their writing
6. show ownership of a large repertoire of words and select words carefully to convey their intended meaning
7. show control over the technical aspects of writing
8. show that they have accepted responsibility for learning to spell words correctly.

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use a range of strategies to plan, organize and write, revise, proofread and edit their writing¶
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organize their writing in the most effective way to convey the intended message¶
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III. Writing			
A. Writing for different Purposes			
<u>A – 1. Writing for self / for personal pleasure and enjoyment</u>	<ol style="list-style-type: none"> 1. <u>show mastery over the forms of writing for personal purposes</u> 2. <u>maintain a journal to record ideas for their writing and as a resource for their creative writing</u> 3. <u>fill out forms for different purposes. (e.g. library membership, immigration)</u> 	<p>§ <u>Use the opportunity of field trips etc. to encourage students to write entries in their journals. Encourage the use of the journal for noting their observations about places, objects etc. and to use these ideas as a resource for writing on assigned topics.</u></p> <p>§ <u>Teach students to develop their personal resources for writing, i.e. using observation, reflection, reading.</u></p> <p>§ <u>Provide some opportunities for students to write about topics of interest to them. Allow them to select their topics and to use their journals as resources for personal writing.</u></p> <p>§ <u>Teach the elements of writing description. Select passages that exemplify good descriptive text. Teach students to recognize the characteristics of description (use of words with sensory appeal, establishing a point of view, etc.) and be sure that they understand the text type before asking them to use that text type in their writing.</u></p>	<p>§ <u>Trips, outings, visits to interesting places.</u></p> <p>§ <u>Objects of interest, large pictures depicting interesting scenes and subjects.</u></p> <p>§ <u>Good descriptive passages and other reading materials (see above).</u></p>

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 A – 1. Writing for self / for personal pleasure and enjoyment

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		<p>§ <u>Get some samples of forms that students are likely to need to complete. Discuss the content requirements with students. Give students an opportunity of analyzing forms and completing them proficiently.</u></p>	
<p>A – 2 Writing for others – A – 2.1. <u>Writing</u> for chosen audiences and for communication with others</p>	<p>4. <u>write friendly letters and more formal letters to mark particular occasion</u></p> <p>5. <u>shape their writing for an identifiable audience</u></p> <p>6. <u>select the text types best suited to their purpose and audience</u></p> <p>7. <u>write down clear instructions, directions for others to follow</u></p> <p>8. <u>write a persuasive letter</u></p> <p>9. <u>write material to persuade others, (e.g. posters, flyers, notices, advertisements)</u></p>	<p>§ <u>Revise the format of friendly, business and formal letters with students. Bring in good samples of letters for reading and discussion. Teach the students the characteristics of the various types (do not do all types in one lesson). Engage students in discussion of the format and content of the examples selected. Discuss the notion of audience and have students identify the audience for the particular examples used as stimuli. Before asking students to write a particular type, make sure that they understand the characteristics of the type and the requirements of the task.</u></p> <p>§ <u>Link with reading activities. In reading lessons (through varied selections used) introduce students to a variety of text types. Discuss the characteristics of the specific types as they are encountered. Have students read critically to identify and observe the authors’ use of text specific features. Help students become aware of the choices of text type available for writing and get them to</u></p>	<p>§ <u>Good models of letters, notices, posters, flyers etc. for critical reading and discussion</u></p> <p>§ <u>Materials for illustrating flyers etc. e.g. art supplies.</u></p> <p>§ <u>Materials for writing – loose-leaf sheets, notebooks etc.</u></p>

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		<p><u>select the text type that is best suited to their purpose, audience and for conveying the particular message.</u></p> <p>§ <u>Use good examples of notices, posters, flyers and print ads. (Do not introduce all in one lesson). Have students read the samples critically and discuss the characteristics of each type – language and designs. Organise small group activities to have students provide information about an event (real or imagined) in which they present the information using the different formats studied.</u></p>	
A – 2.2. Writing for school purposes	<p><u>10. write clear and coherent compositions</u></p> <p><u>11. write a story (narrative composition) consisting of more than one paragraph</u></p> <p><u>12. describe a setting for the composition</u></p> <p><u>13. present a plot with a clear situation and development</u></p> <p><u>14. present a good and satisfying ending for the narrative</u></p> <p><u>15. present the events of the story by showing (not telling) what happened</u></p> <p><u>16. write expository compositions</u></p>	<p>§ <u>Provide many opportunities for students to write often on a range of subjects and using different text types.</u></p> <p>§ <u>Link writing activities with reading by using the examples of reading texts to teach students the organizational structure that they will need to write the specific text type. Do not ask students to write a particular text type before they understand (through reading examples / discussion etc.) the characteristics and features of that text type.</u></p> <p>§ <u>Provide models of writing that exemplify good story, good description, good expository and persuasive writing etc. Use these as stimuli for critical reading, discussion and observation of text features and</u></p>	<p>§ <u>Examples of different text types for critical reading and discussion.</u></p> <p>§ <u>Good models for use as teaching aids to demonstrate features and characteristics.</u></p> <p>§ <u>Provide note sheets and checklists with information for students' use.</u></p> <p>§ <u>Dynamic charts with relevant information for pin-up reference.</u></p> <p>§ <u>Material for preparation (and illustration) of final</u></p>

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	<p>consisting of more than one paragraph</p> <p>17. <u>develop coherent paragraphs with clear topic and supporting details</u></p> <p>18. <u>organize the events and ideas in chronological (effective) order</u></p> <p>19. <u>use appropriate connectives and subordinating conjunctions to link sentences effectively and to extend the meaning logically from one to the next</u></p> <p>20. <u>use appropriate transitional expressions to link paragraphs and to develop the ideas clearly from one paragraph to another</u></p> <p>21. <u>write a clear introductory paragraph that presents the topic and a good concluding paragraph that summarises the information or closes the composition in an appropriate way</u></p> <p>22. <u>write descriptive compositions [e.g. present good descriptions of the characters in literary works; of objects, places etc]</u></p> <p>23. <u>write persuasive compositions /</u></p>	<p><u>characteristics. Present information in a way that makes it clear to students. E.g. select and read aloud the example, identify the type, and draw reference to the specific features. Use copies of the example, handouts / note sheets with examples as aids to help students follow and with their own identification of relevant features.</u></p> <p>§ <u>Provide many examples of one type of feature before moving on to others. Use shared reading sessions to help students consolidate knowledge.</u></p> <p>§ <u>Establish process strategies as an integral part of the writing programme. Teach students strategies for generating ideas, organizing their ideas, drafting, revising and editing their compositions.</u></p> <p>§ <u>Teach the structure of the expository paragraph (see TG for suggestions). Have students write a clear topic sentence and develop the paragraph by using relevant supporting details /examples.</u></p> <p>§ <u>Teach students the characteristics of good description. Link with vocabulary work to have them select words that have sensory appeal. Use examples of texts that demonstrate good use of descriptive details.</u></p>	<p><u>copies of compositions.</u></p> <p>§ <u>Visuals (e.g. pictures, objects etc) for use as stimuli for descriptive writing.</u></p> <p>§ <u>Story grammar chart and note sheets to help students focus on elements of story and to use the grammar as a guide in developing their stories.</u></p> <p>§ <u>Models of stories that show clearly the elements of story [e.g. setting, plot, conflict, characters, - character motives - resolution].</u></p>

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	<p><u>letters [e.g. present a position and support it with evidence and examples that are relevant]</u></p> <p>24. <u>write their responses to literature [e.g. book reports] that show an understanding of the literary work; interpretive comments that show their understanding of the plot structure of the text, the character traits and motives</u></p> <p>25. <u>use Standard English consistently in writing their compositions</u></p> <p>26. <u>use a clear simple pattern to develop their compositions and that shows a clear line of thought</u></p>	<p>§ <u>Give students feedback on their writing. Set up periodical conferences in which you discuss a student's writing and give constructive feedback on it. Show students in concrete ways how they can improve specific areas of weakness.</u></p> <p>§ <u>Organise some project work and have students work in collaborative groups to engage them in doing basic research [talking to people who know about the subject; searching for information in the library and on the electronic media, writing out, revising, editing and illustrating the project, presenting and displaying the project.</u></p> <p>§ <u>Provide opportunities for students to share what they have written with classmates and have classmates listen / read critically and give constructive feedback. Prepare appropriate aids to facilitate students' tasks. For example, prepare a checklist of guiding questions about the features that students are asked to comment on. Have students give feedback orally and / or in writing.</u></p> <p>§ <u>See the Teachers' Guide for more detailed suggestions and procedures.</u></p>	
B Using process strategies for shaping their writing	27. <u>use process strategies to</u>	§ <u>Model stages of the writing process to demonstrate specific strategies that students</u>	§ <u>Charts that demonstrate the stages of process writing</u>

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	<p>28. <u>improve the compositions they have written</u> <u>revise, shift / (change) words and sentences to clarify ideas and create text that is coherent and readable</u></p> <p>29. <u>add or delete as needed to clarify text and organize ideas more effectively</u></p> <p>30. <u>edit to ensure that the technical aspects of writing are accurate</u></p>	<p><u>should use.</u></p> <p>§ <u>Provide opportunities for pair work in which students exchange compositions and read, using a note sheet / checklist of questions as a guide for identifying specific characteristics and for providing feedback.</u></p> <p>§ <u>Link with lessons about technical aspects of writing. Review grammar points as they arise out of students' own writing and the mistakes that they make.</u></p> <p>§ <u>Link with vocabulary and grammar to teach the appropriate use of transitional expressions, connectives and subordinators.</u></p>	<p><u>and the tasks involved in each stage.</u></p> <p>§ <u>Checklists with guided questions for students' use during critical reading (peer editing) of each other's compositions.</u></p> <p>§ <u>Sufficient writing materials to facilitate revision and editing.</u></p>	<p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p>
C Research skills	<p>31. <u>use various resources for locating information that they need for their writing (e.g. the dictionary, other textual features such as end notes, bibliography, glossary)</u></p> <p>32. <u>use the thesaurus to check for synonyms / alternative words for (creating varied and interesting diction) in their writing</u></p> <p>33. <u>use the electronic media to create a simple document that they have written</u></p>	<p>§ <u>Teach students how to use the dictionary to check for specific words and the meanings they require.</u></p> <p>§ <u>Teach students to use the thesaurus to find alternative words for their compositions to create variation and interest. Use examples of text that vary words to avoid repetition of the same word or to avoid generalizations when a specific word would be better in the context.</u></p> <p>§ <u>Get students to use their Word Banks as a resource for vocabulary selection for their compositions.</u></p>	<p>§ <u>A good dictionary and thesaurus.</u></p> <p>§ <u>Access to electronic media (e.g. the school IT lab) for finding information.</u></p> <p>§ <u>Access to the (school) library for checking the encyclopedia and other informational texts.</u></p> <p>§ <u>A list of resource people in the community who are willing to be interviewed by</u></p>	<p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p>

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		<p>§ <u>Link with information technology class to have students learn how to create a simple document using the electronic media.</u></p> <p>§ <u>Link with IT class to help them locate information that they need for an informative composition. Have students work on topics of interest. Teach students how to make notes using accepted conventions for acknowledging words that they are quoting from primary materials.</u></p>	<p><u>students for collaborative project work.</u></p>
D Technical aspects of writing			
D.1. <u>Language conventions for writing and speaking</u>	<p>34. <u>use well formed, grammatical sentences in Standard English to express their ideas</u></p> <p>35. <u>use punctuation marks correctly and in their writing show understanding of: the use of the full stop; capitalization; common uses of the comma; use of inverted commas to mark dialogue; the semi-colon</u></p>	<p>§ <u>Review the concept of sentence as a complete grammatical unit. Link with students' writing and oral presentations to pull out examples of sentences that are not well formed. Use these in mini-lessons with individual and small groups in which you teach students the elements of the sentence patterns in question. Provide opportunities for them to look for the types of errors identified in their writing and to correct them.</u></p> <p>§ <u>Teach punctuation marks explicitly (in mini-lessons as needed by students or as part of planned programme), and integrate with writing. Focus on particular needs of individual students to provide instruction to small groups and feedback to individuals in conference. Determine whether the students</u></p>	<p>§ <u>Examples of well formed grammatical sentences (of the pattern being taught) from students' work and the reading texts.</u></p> <p>§ <u>Charts with relevant punctuation marks, explanations of their functions with examples for easy reference.</u></p> <p>§ <u>Examples from students' writing for discussion of incorrect elements, revision / correction.</u></p>

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D-2. Vocabulary use and Spelling	<p>36. <u>use words for their denotative and connotative meanings</u></p> <p>37. <u>select words that are best suited to their purpose for writing and for the intended audience</u></p> <p>38. <u>spell plural forms of words accurately</u></p> <p>39. <u>use spelling rules to figure out the correct spelling of words that require changes when suffixes are added [e.g. hope - à hop-ing]</u></p> <p>40. <u>to identify, distinguish between and spell homophones correctly</u></p> <p>41. <u>to distinguish between words that have similar letters but different pronunciation</u></p>	<p><u>lack basic knowledge about the concept to</u></p> <p>§ <u>Link with vocabulary instruction (see suggestions under Section I B.4.)</u></p> <p>§ <u>Teach students to select words carefully for their writing. Present selected synonyms and discuss with students those that are most appropriate to the given context. Integrate with reading instruction and discussion on the author's use of specific words.</u></p> <p>§ <u>Review concept of connotation and get students to use clusters to show relationships between the denotation of a word and its connotations. Have students use their Word Banks for recording new words learned and for achieving ownership of these words. Encourage the use of the Word Banks, the thesaurus as resources for selecting concrete, exact words for their writing.</u></p> <p>§ <u>Teach students strategies for spelling if they are encountering difficulties with spelling. Review suggestions for teaching strategies presented in the Grade III / IV curriculum and see TG for others and suggested procedures.</u></p> <p>§ <u>Have students find (from the text(s) they are reading) words that end in -e and that influence to be lengthened when pronounced (e.g. ho: pe). Have students make a list of</u></p>	<p>§ <u>Reference resources listed previously (e.g. dictionary, thesaurus).</u></p> <p>§ <u>Charts with wordlists / word families, roots and affixes.</u></p> <p>§ <u>Selected resources listed in foregoing sections. See TG for additional suggestions.</u></p>

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		<p><u>these words. Create a list of suffixes that begin with a vowel [e.g. -ing]. Ask students to add the suffix and note the spelling change [hoping]. Have students inspect the list to figure out the rule for the change of spelling.</u></p> <p>§ <u>Review concept of homophone (see some suggestions under Grade 4 curriculum and the Teachers' Guide for additional suggestions). Write down a list of homophones on the board or on a large sheet of Bristol board [e.g. rain, reign, rein – find other examples for listing]. Discuss the meanings of the words with students, and write down the meanings. Have a list of selected sentences from reading materials. Write or type out sentences on individual sheets or have them written out on a large sheet of Bristol board or flip chart paper. Omit the homophones from the sentences. Ask students to select from the list the ones that fit in the sentences to make good sense. Extended work: Have students write sentences using the homophones. Have students make entries with examples in their Word Banks.</u></p>	
C. 3. Grammar	<p>42. <u>use the parts of speech accurately in their sentences</u></p> <p>43. <u>recognize the functions of parts of speech that are modified when certain prefixes</u></p>	<p>§ <u>Teach students to write well-formed sentences in English.</u></p> <p>§ <u>Inspect students' writing to find out the common grammatical errors. Give mini-lessons as needed to groups or go over</u></p>	<p>§ <u>Examples of good sentences and short text that illustrate the correct use of parts of speech being taught.</u></p> <p>§ <u>Clauses written on large</u></p>

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	<p><u>and suffixes are added</u></p> <p>44. <u>use possessive pronouns correctly</u></p>	<p><u>specific areas with individuals in conferences. Teach concepts to whole class as needed.</u></p> <p>§ <u>Teach the parts of speech carefully. Do not get students to memorise definitions, but help them to understand the functions of the different word classes. Some words change their function depending on how they are used in the sentence. Use examples to help students understand the functions.</u></p> <p>§ <u>Review function of possessive pronouns. Write down some of the pronouns on the board or on a large sheet of paper [put singular and plural / subjective and objective forms in different lists. Do not list all the examples. Discuss the patterns evident in the examples listed. Ask students to complete the list. Do a cloze exercise, removing the possessive pronouns. Provide a list from which students select the correct forms and insert them in the sentences.</u></p> <p>§ <u>Integrate the teaching of grammar with writing. Teach the students the grammar forms that give them most difficulty in their writing. Provide opportunities for them to observe the correct use of the particular grammar forms in the texts that they read. Provide good examples of sentences also for teaching the contexts of use.</u></p>	<p><u>strips of paper and cut out squares of paper with connectives and subordinating conjunctions on them for students to create complex and compound sentences by combining simple sentences / and clauses, using appropriate coordinating and subordinating conjunctions.</u></p> <p>§ <u>Selected resources listed in TG.</u></p>

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		<p>§ <u>Continue to use grammar games to create interest. Have students work in teams where possible. Check the Teachers' Guide for some examples of grammar games.</u></p>	
<p>D Attitudes and Interest</p>	<p>45. <u>persevere to complete writing tasks</u></p> <p>46. <u>revise and reorder sentences for clarity and better organization</u></p> <p>47. <u>show resourcefulness in finding information needed for performing selected writing tasks</u></p> <p>48. <u>discuss their writing with teacher and classmates, accept feedback on their writing and respond to comments made about it in group discussions</u></p>	<p>§ <u>Provide helpful feedback on students' writing and guide them in their efforts to improve.</u></p> <p>§ <u>Point out the good qualities in students' writing and provide concrete help through explicit teaching to enable them to overcome the weaknesses.</u></p> <p>§ <u>Provide opportunities for students to read their completed and revised compositions to the class. Organise so that students can give some feedback to the reader.</u></p>	<p>§ <u>All the resources listed in the foregoing sections.</u></p>

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Curriculum for Grade VI

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(Age 11 – 12)

I. General Learning Outcomes for Listening and Speaking

The programme in Grade VI is intended to enable students to further develop the skills learned in Grade V; to extend their abilities in all the domains of the language arts and to be at a stage of readiness for undertaking work in Grade VII. By the end of Grade V students should be able to:

1. listen attentively and critically to a variety of materials presented in different genres and to respond to oral communications
2. listen attentively to extend their knowledge and awareness of dialect differences
3. listen to identify the tone, mood and the emotion conveyed by a speaker in an oral communication
4. listen to identify misleading information and techniques of persuasion and propaganda used in speeches, television and radio programmes
5. use Standard English more consistently and with confidence when making oral presentations, in discussing academic topics and in other situations that demand its use
6. select a point of view, focus and organizational structure for an oral presentation and deliver it with confidence
7. articulate a series of instructions and directions and perform them
8. use common rhetorical devices and emphasise important points to assist the listener when giving an oral presentation.

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<u>I. Listening and Speaking</u>			
<u>A. Interpersonal Communication</u>			
<u>A – 1. Communicating to interact socially.</u>	<ol style="list-style-type: none"> <u>1. listen attentively and respond appropriately to an oral communication</u> <u>2. listen attentively and critically to detect use of Standard English or dialect by a speaker or in the oral communication of a text message</u> <u>3. listen attentively to multiple instructions and directions and follow them</u> <u>4. listen to identify the tone, mood and emotion conveyed by a speaker in an oral communication</u> <u>5. listen and observe to detect how choice of vocabulary and paralinguistic cues such as pitch, tone, loudness, relate to the non verbal message (body language, gestures, posture etc) conveyed by a speaker</u> 	<ul style="list-style-type: none"> • <u>Work out situations in which a speaker conveys a message [e.g. provides some information about an event which involves the listener / or asks (a) pertinent question(s)]. Let the students work in pairs. One student communicates the message and the other gives an appropriate response. The speaker pays attention to / makes notes about the answers given. Pairs get to tell the class about the exchange. Some of the exchanges can be recorded and used for whole class listening and critical discussion after pair work.</u> • <u>Continue to extend students' language awareness about language varieties. Use selections from literature that are written in Standard English and dialect. Use pre-recorded dialogues (some may be prepared especially for this task) and have students listen critically. Have students talk about the appropriateness of the variety used for the purpose.</u> • <u>[Outcomes 4 and 5] Use short video clips of speakers delivering an oral communication [speech, sermon, conversations etc]. Have students view and listen to determine the</u> 	<ul style="list-style-type: none"> • <u>The resources listed for this section in the Grade V syllabus.</u> • <u>Electronic / technological aids: – tape recorder, tapes, TV monitor and VCR.</u> • <u>Good selections of material for use as listening stimuli.</u> • <u>Prepared guides / questions for students to comment critically on responses of their classmates.</u>

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		<p>emotional tone, and mood conveyed by the speaker as well as the choice of vocabulary.</p> <ul style="list-style-type: none"> [Outcome 5] Use audio clips and have students listen for changes in pitch, loudness etc. to the message conveyed and the relation between the changes in pitch, tone etc. and the message being conveyed. 	
<u>A – 2 Communicating to give and to get information</u>	<ol style="list-style-type: none"> listen to get instructions and directions and follow them listen to determine the main point of an oral communication give clear directions and instructions ask pertinent questions to get information 	<ul style="list-style-type: none"> Organise a treasure hunt the object of which is to find a treasure by following careful instructions. Prepare a treasure map or have directions pre-printed on a sheet of paper. Have students work in pairs [one set of instructions for each pair]. One student ‘navigates’ reads out the directions and the other follows them. The pair to locate the treasure first wins. Use different text selections as stimuli [one per lesson]. First orient the students to the task and have a warm-up activity by engaging them in discussion about the topic or subject matter. Set the purpose(s) for listening. Have students listen for the main point. Invite a speaker to the classroom to address students about a particular subject [could be related to another subject area]. Have students work in small groups to generate 	<ul style="list-style-type: none"> Materials for making up treasure hunt maps. Good selections from a variety of sources [e.g. literature, newspapers, other subjects] for use as listening stimuli. Resource persons from the community.

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		<p>questions they would like to ask the speaker. Ask them to also come up with one question based on careful listening to the information presented by the speaker.</p>	
<u>B - Listening and speaking to develop oral language for school/academic purposes</u>			
<u>B – 1. Listening and speaking for enjoyment and to express personal response to literature</u>	<ol style="list-style-type: none"> 10. <u>listen to delight in language used for aesthetic purposes and use language for these purposes</u> 11. <u>listen to determine the rhythmic patterns of poetry selections and express a personal response</u> 12. <u>read aloud literary selections fluently, accurately and with expression, using appropriate intonation and pacing</u> 13. <u>recount personal experiences, stories in a lively and interesting way so as to engage the listener</u> 14. <u>give a report on a literary selection they have read and present an interpretation of the work that shows they have read it carefully and understood it</u> 15. <u>give a presentation that shows a</u> 	<p>§ <u>Select and use as models good literary material:- poems, dramatic monologues, dialogues and have students listen to evaluate message, delivery style [intonation, cadence, tone, voice modulation] of the speaker. Have students select a favourite literary piece for oral presentation to the rest of the class. Have students focus on aspects of delivery that they discussed in the listening activity.</u></p> <p>§ <u>Continue to use choral recitation to help students read expressively. Use selections that are appropriate [see Teachers’ Guide for some suggestions]. Record students’ efforts encourage critical discussion of the recitation for specific features that you announce before students listen.</u></p> <ul style="list-style-type: none"> • <u>Use role-plays for students to deliver dramatic monologues, dialogues etc. Use the class centre or school resources to have students select costumes / props etc. for more formal presentations.</u> 	<p>§ <u>A good selection of literary materials.</u></p> <p>§ <u>The resources listed for Grades IV and V and in the foregoing section.</u></p> <p>§ <u>Tapes and videos with good narrative presentations by story tellers [there are several examples from the Caribbean – access through School / Ministry resources].</u></p>

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	<p><u>clear pattern of organization of points and which provides examples and information from the work as evidence to support the points they have made</u></p> <p>16. <u>give a narrative presentation in which they establish point of view, plot and a context for the story</u></p>	<ul style="list-style-type: none"> • <u>Have students give oral presentations of stories that they have written. Link with reading so that students understand concepts such as pattern of organization of events in a plot, providing a context and setting for a story and point of view. Link with writing so that students prepare compositions intended for oral delivery in which they pay attention to organization of information etc. The prepared composition can be used for the oral presentation in which students pay attention to features of presentations, e.g. clear enunciation, good pacing, emphasizing important aspects / points, engaging the reader etc.</u> 	
<u>B – 2 . Listening and speaking for understanding and to develop critical thinking</u>	<p>17. <u>listen to determine a speaker’s purpose</u></p> <p>18. <u>listen to make inferences and draw appropriate conclusions from messages communicated orally</u></p> <p>19. <u>infer cause and effect relationships in expository selections</u></p> <p>20. <u>listen to identify the pattern of organization of points in an oral presentation</u></p>	<ul style="list-style-type: none"> • <u>Select [make up if necessary] audio clips of short oral communications exemplifying different types of speaker intentions e.g. to explain a process, to persuade someone to a point of view, to give directions / instructions etc. Set purposes for reading before asking students to listen to the selection. If necessary, review some of the purposes for communication. Ask students to listen to determine the speaker’s purpose. Extended work (after a second opportunity to listen) could include critical listening to other aspects of the oral communication, e.g. speaker’s use of emphasis, clarity of the</u> 	<ul style="list-style-type: none"> • <u>Selected resources listed for Listening and speaking in Grades III, IV, V.</u> • <u>Tape recorder and pre-recorded tapes.</u> • <u>Good text selections that exemplify clear speaker purposes and techniques. For example: to explain a process; to give directions and instructions; to persuade someone to a point of view;</u>

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	<p><u>21. listen to identify and explain the theme of a story</u></p> <p><u>22. ask appropriate questions of a speaker for clarification about a topic</u></p> <p><u>23. show sustained and accurate use of standard (Caribbean) English language conventions in their oral communications, especially for academic work [See glossary for definition / explanation of Caribbean standard]</u></p> <p><u>24. ask questions that are well-formulated and sufficiently focused in scope to permit a complete answer by the speaker</u></p> <p><u>25. give a clear informative presentation in which they develop points around a topic and use examples and other textual information as evidence to support the points they have made</u></p> <p><u>26. give a persuasive presentation in which they state a clear position supported with</u></p>	<p><u>message, techniques used etc. Do not select all features for coverage during one lesson. Select based on the teaching objectives.</u></p> <ul style="list-style-type: none"> <u>[Outcome #19] - Select some good expository passages [short ones] that show clear cause and effect. Before asking students to listen make sure that they are clear about cause and effect. [This could be covered in previous reading lessons in which students have had an opportunity to discuss cause and effect relationships in expository texts as well as in narrative in which they observe the effects of character actions etc.]. Review cause and effect – check students’ knowledge and understanding of the concept. Set specific purpose for listening. Use a note sheet with causes listed and ask students to note the effects of each as they listen – or vice versa.</u> <u>[Outcome #20] - First listen to an expository selection to determine the pattern of organization. Prepare a list of the order of presentation that indicates the pattern used in the selection. Jumble the list so that points are out of order. Orient students to the task and set the purpose for reading. Have an appropriate warm up activity to help focus students on the task. Distribute sheets of</u> 	<p><u>to sell a product; to apologize; to provide information about a topic; to make a complaint etc.</u></p> <ul style="list-style-type: none"> <u>Good text selections that exemplify techniques used by a speaker. E.g. use of emphasis; rhetorical strategies and devices such as repetition for effect, use of the rhetorical question, onomatopoeia; pacing; intonation; etc.</u> <u>Models of good persuasive texts, e.g. commentaries from “youth” section of local newspapers and other magazines appropriate to the age group.</u> <u>Topics from other subject areas that present problems.</u> <u>Teacher as a resource to provide explicit instruction, to find good models for students’ use, and to model specific presentations.</u>

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	<p><u>appropriate evidence, [e.g. examples, facts] and in which the points are developed and presented in a logical and effective order</u></p> <p>27. <u>give a presentation in which they identify a problem and propose a solution</u></p>	<p><u>paper with jumbled list of points. Ask students to listen and to number the points in the order that they are made by the speaker. Use a tape-recorded selection or read out the passage at a good pace for the students.</u></p> <ul style="list-style-type: none"> • <u>Use topics from other subjects as stimuli for students' oral informative and persuasive presentations. Teach explicitly points of organization of information, selection of good examples and supportive information as evidence.</u> • <u>Use topics from other subjects also to have students identify specific problems, to find information about the problem, and to suggest a solution. This can be organised as small group or individual tasks.</u> • <u>Organise collaborative groups to work on projects and have group presentations in which individual students assume responsibility for specific project tasks. Use note sheets, guided questions to help groups organize tasks, shape their presentations etc.</u> • <u>Link with reading and writing. Reading can focus on the text types that exemplify oral presentations students are required to make. Engage students in critical reading and</u> 	<ul style="list-style-type: none"> • <u>Encyclopedias, other trade books and informative texts – Access to school and community libraries.</u> • <u>Teacher resources for information on strategies, setting up collaborative groups etc. The Teachers' Guide provides some helpful suggestions.</u> • <u>Electronic equipment [tape recorder, microphone, tapes, VCR, monitor and videos] and other technological supports.</u>

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		<p><u>discussion of text types so that they understand the features and characteristics, the patterns of organization etc. In writing sessions have students plan, and write out their presentations using process approaches for generating ideas, revising, editing and good research strategies for finding information about the topic.</u></p>	
<p><u>B – 3. Listening and speaking to evaluate concepts</u></p>	<p><u>28. listen to identify techniques of persuasion and propaganda used in advertisements intended for airing on television and radio</u></p> <p><u>29. listen to distinguish fact from opinion</u></p> <p><u>30. listen to identify the emotional appeals in advertisements and speeches</u></p> <p><u>31. evaluate the oral presentations made by self and classmates</u></p>	<p><u>§ Use examples of advertisements from print and other sources to teach explicitly concepts of propaganda, misleading information, false claims. Select samples of advertisements aired on radio and TV. Set purposes for listening. Have students listen for one type of characteristic at a time. Have an appropriate warm up activity to orient students to the task and to activate their background knowledge. Set the purpose(s) for listening; then have them listen to identify the specific feature. Keep selections relatively short to enable students to process the information.</u></p> <p><u>§ Use sample dialogues in which the speakers present facts, opinions / beliefs. Have students listen to distinguish between these. Use recommended procedures for orienting students to task. Find appropriate examples from texts students are reading or devise some that illustrate. [Collaborate with staff</u></p>	<p><u>§ Advertisements appropriate for the age group from print, television and radio sources.</u></p> <p><u>§ A good selection of expository and other text types that contain examples of facts, opinions / beliefs.</u></p> <p><u>§ Audiotapes with examples of advertisements intended for radio, and video clips of advertisements intended for TV.</u></p> <p><u>§ Tape recorder with microphone, blank tapes for recording students' oral presentations.</u></p> <p><u>§ Checklists with guided questions to assist students</u></p>

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		<p>for preparation of stimulus materials that can be used by higher grades – IV –VI].</p> <p>§ Record student oral presentations and have them listen critically for specific features [see range suggested in this and other sections]. Prepare checklists of guided questions that students can use to evaluate the presentation as they listen.</p>	<p>with evaluating oral presentations.</p>
<p><u>B - 4. Vocabulary building and concept development for oral communication in classrooms and other contexts</u></p>	<p>32. <u>identify key words in selections that they listen to and interpret their meanings in the given contexts</u></p> <p>33. <u>use words for their denotative and connotative meanings as well as for their sensory appeal in their oral presentations</u></p> <p>34. <u>choose words that are appropriate to their purpose, the topic and the intended audience</u></p> <p>35. <u>use their Word Banks for recording new words that they encounter from subjects across the curriculum and use them as appropriate in their oral presentations</u></p> <p>36. <u>use sensory words in their descriptions of places [setting</u></p>	<p>§ <u>One of the listening tasks that can be set on text selections that students listen to is the identification of key words in the text and the interpretation of their meanings in context. First follow appropriate instructional procedures by orienting students to the task, activating background knowledge and setting the purpose for listening. Write a list of [three or four] key words on the board. Tell students that they are going to listen for these words. Have them discuss the meaning of the words and their importance to the message. If necessary have students listen for a second time to listen for meaning.</u></p> <p>§ <u>Encourage students' use of the Word Banks for listing words and their meanings that they encounter in the materials they read. Have them use the Word Banks as a resource for finding suitable words for inclusion in their oral presentations and as a means of</u></p>	<p>§ <u>Dictionary and Thesaurus</u></p> <p>§ <u>Note books for students' Word Banks – Word Banks from previous years.</u></p> <p>§ <u>Charts for class word lists.</u></p> <p>§ <u>Charts showing word families and denotative / connotative relationships.</u></p> <p>§ <u>Charts with relevant types of figures of speech, and examples showing effective word use.</u></p>

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	for story], characters, objects	<p>achieving ownership of the new words they have learned.</p> <p>§ Have students use words for their connotative and figurative meanings in their oral presentations. Link with reading analysis and writing so that students become more sensitive to the importance of selecting the most appropriate word for their written and oral presentations and can analyse the effective use of words in their reading.</p>	
C. Voice skills – developing clear diction – enunciation, pronunciation	<p>37. give an oral presentation with confidence and clarity of speech</p> <p>38. vary the rate of speech in making the presentation, pausing when necessary to keep the audience on track</p> <p>39. moderate volume, tone and pitch for effective presentation</p> <p>40. pronounce words accurately, enunciate clearly, provide emphasis where needed and use appropriate gestures to engage audience</p>	<p>§ Have students read aloud expository and narrative selections from texts that they are reading to practise accurate pronunciation, clear enunciation and reading with expression.</p> <p>§ Use group choral recitation of poems and other appropriate selections.</p> <p>§ Link with writing to have students make oral presentations of selected pieces they have written. Help them to make notes of points they wish to make [for shorter selections] and to use them as prompts for what they intend to say.</p> <p>§ Select video clips of good oral presentations for critical viewing and discussion of important features of oral presentations</p>	<p>§ Selected resources listed in the foregoing sections and in the Grade V syllabus.</p> <p>§ Good narrative, expository and persuasive text selections, including some good ones done by students in previous years.</p> <p>§ Checklists of guided questions for use in evaluating presentations.</p> <p>§ Selected audio and video clips.</p> <p>§ Technological supports listed in foregoing sections.</p>

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		<p>§ <u>Use audio taped selections to have students listen for speaker’s use of features such as voice modulation, volume control, pitch etc. Give students guided questions to help them listen critically for relevant features. Work out a point scoring system and after discussion have students score some presentations. This can be organized as a group task.</u></p> <p>§ <u>Use good models of types of oral presentation (texts) for critical reading and discussion. Do not ask students to make a particular type of presentation before they have studied the features of the type, discussed it and understood its characteristics.</u></p> <p>§ <u>Tape selected presentations by students for critical listening, discussion, commentary and feedback by class members. Again, use guided questions to help students focus on important areas and features of the presentation.</u></p>	<p>§ <u>Models of text types for critical study and discussion.</u></p>
<u>D. Attitudes and Interest</u>	<p>41. <u>display good listening and speaking habits in oral communicative situations</u></p> <p>42. <u>give an oral presentation with</u></p>	<ul style="list-style-type: none"> • <u>Provide opportunities for students to make oral presentations on a range of topics. Link with other subjects to have them select topics and to identify problems that can be used as the focus for presentations.</u> 	<p>§ <u>All the relevant resources listed for grades III – V.</u></p> <p>§ <u>Resources for reference, including dictionary.</u></p>

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	<p><u>confidence</u></p> <p><u>43. speak clearly and use appropriate strategies to engage the listener</u></p> <p><u>44. respond appropriately to questions asked by a listener</u></p> <p><u>45. sustain the use of standard English in oral presentations</u></p>	<ul style="list-style-type: none"> • <u>Organise individual, small group and whole class recitations to help students develop clarity of articulation and to present with expression. Link with reading to have students read (parts of) narrative, expository and persuasive selections aloud with fluency, clarity and expression.</u> • <u>Arrange for question and answer sessions after presentations to give students practice in responding appropriately to questions that are asked of them about a presentation that they have made.</u> • <u>Link with writing to have students revise their pieces intended for oral presentation. Have them observe principles of process approaches in improving their presentations.</u> • <u>Have students revise their presentations for accurate grammar, spelling and word choice.</u> 	<p><u>thesaurus, students' word banks, the computer and online information sources.</u></p> <p>§ <u>Technological supports listed in foregoing sections.</u></p> <p>§ <u>Teacher as resource to model presentation types; provide explicit teaching to help students become familiar with the different text types and features of good oral presentations; give encouragement, praise and support and to provide opportunities for students to present their work to an audience.</u></p>

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II. General Learning Outcomes for Reading

The programme in reading at Grade VI is intended to increase students' ability to read with fluency and accuracy, to interpret the texts they read beyond the literal level; to use strategies effectively to solve problems while reading, and to develop their analytical and critical thinking skills. By the end of Grade VI students should be able to:

1. show understanding of the concepts that were presented in Grade V and apply with success the learning outcomes listed for reading in the earlier grades
2. read (aloud and silently) with accuracy and fluency
3. read for different purposes such as getting information, for learning and for enjoyment
4. arrive at plausible conclusions and make reasonable judgments based on the information given in a text
5. read expository material critically to determine the meaning, pattern of organization, main idea, supporting details and their appropriateness as evidence
6. detect instances of propaganda, fallacious reasoning and misleading information presented in persuasive and expository material
7. use strategies effectively to solve misunderstandings while reading
8. analyse the structure of narrative texts and the effects used by the author to create character, plot and setting
9. identify and analyse the theme of different literary selections – e.g. poetry, narrative fiction etc.
10. interpret the use of figurative language in poetry and other literary selections
11. identify the structure of material used in the print media and online sources and distinguish between informative (verifiable) sources and propaganda.

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<u>II. Reading</u> <u>A. Understanding about texts – Organisation and Context</u>	<ol style="list-style-type: none"> <u>1. use table of contents, headings and sub-headings of a text to get an idea of its contents</u> <u>2. identify and talk about the features and characteristics of different text types such as narrative, expository, persuasive</u> <u>3. identify and talk about the differences in genres such as poetry, fiction, drama, non fiction, biography, autobiography</u> 	<p>§ <u>Use reading records and students' dossiers from the previous grade to identify students who are experiencing difficulty with word recognition and fluency and teach these students decoding strategies explicitly in small groups as needed to bring them up to the level required for successful engagement in work at this grade level.</u></p> <p>§ <u>Bring in examples of poetry, prose, fiction, non-fiction, drama as part of the reading programme and review the features and characteristics of these genres with students. Select materials that are of interest to boys and girls and allow students to bring in texts in any of the genres that they are reading to share with classmates. Link with listening and speaking to allow students to make oral presentations to the whole class or small groups.</u></p> <p>§ <u>Select good models of different text types and let students work in groups to identify the features / characteristics of each type. [E.g. use newspaper feature articles suitable for the age group; editorials; other types listed in earlier sections.</u></p>	<p>§ <u>A good dictionary that gives information about word origins, roots, and affixes.</u></p> <p>§ <u>Assessments from previous years to determine a student's reading level at the start of the year.</u></p> <p>§ <u>Reading record forms [See Teachers' Guide] for periodical evaluation of students' reading fluency.</u></p> <p>§ <u>Good text selections from different genres for reading and discussion of features.</u></p>

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B. <u>Word recognition, decoding and developing fluency.</u>	<p>4. <u>decode words fluently and accurately and use appropriate strategies to decode complex, unfamiliar words</u></p> <p>5. <u>read texts at grade level fluently, accurately and with expression</u></p> <p>6. <u>use contextual clues to help with recognition of a word</u></p>	<p>§ <u>Review useful strategies taught in 4th and 5th grades. Have students identify root words, prefixes and suffixes, derived roots, and to use their knowledge of word structure and word origins to decode new and unfamiliar words. Help students to extend their knowledge and ability by introducing groups of affixes not dealt with before but which students encounter in words included in the materials that they read.</u></p> <p>§ <u>Help students [who have difficulty] to gain confidence with fluency by selecting short text and having them reread it to gain familiarity and ease of phrasing. Use a stopwatch or timer to time reading [teach students to time themselves also] a particular selection. Increase the length of the text gradually until rate improves and students gain mastery at level and can read longer texts fluently.</u></p> <p>§ <u>Have students read on, leaving out a word that is difficult then going back using their understanding of the sentence to figure out the word.</u></p> <p>§ <u>Have students use restatements, information in parenthesis to figure out a word and its meaning in context.</u></p>	<p>§ <u>Selected resources listed for Grade V.</u></p> <p>§ <u>Charts showing root words, derivations, families of prefixes and suffixes.</u></p> <p>§ <u>Stopwatch for timing readings.</u></p> <p>§ <u>Dictionary, encyclopedia and Word Banks.</u></p>

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		<p>§ <u>Teach students to use the dictionary to check meanings of words they are unable to figure out from an inspection of the context. Let them also use the dictionary to check for the proper pronunciation of words.</u></p> <p>§ <u>Use role-play situations in which students pretend to be TV anchors or radio newscasters. Have them make announcements, read news articles and practice fluency and accuracy. Tape their reading and have them and classmates critique and offer helpful suggestions.</u></p>	
<u>C - Understanding texts: constructing meaning; critical reading and thinking; personal response to literature</u>			
<u>C – 1. Constructing meaning: critical reading and thinking</u>	<p>7. <u>read for different purposes; e.g. getting information, for enjoyment and to learn new concepts</u></p> <p>8. <u>read expository texts to determine literal and implied meanings, arrive at plausible conclusions and make reasonable judgments based on the information provided in the text</u></p>	<p>§ <u>Set objectives / purposes for reading. Select a wide range of reading materials that will allow students to read for a variety of purposes, especially those needed for the successful completion of school work.</u></p> <p>§ <u>Emphasise the reading of expository texts to have students look for main idea, supporting information used as evidence and to analyse relevance and adequacy of the evidence presented. Select texts at grade level that</u></p>	<p>§ <u>A wide range of reading materials, especially expository material at grade level.</u></p> <p>§ <u>Charts presenting the procedure for using the QAR strategy.</u></p> <p>§ <u>Sketch outlines and blanks for identification</u></p>

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	<p>9. <u>identify the main idea and the information that supports and clarifies it</u></p> <p>10. <u>relate main idea to other related and relevant topics and information</u></p> <p>11. <u>read expository material to determine the relevance adequacy and appropriateness of the examples and details given as evidence by the author to support the main point</u></p> <p>12. <u>analyse the pattern of organization in an expository paragraph that is developed by comparison and contrast</u></p> <p>13. <u>examine different types of forms to determine the information required and to provide complete answers</u></p> <p>14. <u>read persuasive (and expository) texts to identify the conclusions made by the author and to determine their soundness based on the points made and the evidence given</u></p> <p>15. <u>identify instances of misleading</u></p>	<p>students can manage. Gradually use texts that are slightly more advanced as students master skills of analysis and interpretation.</p> <p>§ <u>Teach students to use QAR strategies to answer questions at the explicit, implicit and script implicit levels – i.e. to find information that is literally (explicit) to make inferences by using think and search strategies and to make judgments and evaluations based on the information given. See Teacher’s Guide for notes on use of QARs. Use QARs to also help students understand the relationship between questions and answers.</u></p> <p>§ <u>Use some good multiple choice selections to have students analyse the options given and to inspect the text to determine the correct response. Give students opportunities to discuss their responses and express their answers in full sentences. Develop good questions in collaboration with other colleagues.</u></p> <p>§ <u>Have students work in small groups to generate questions based on the text they have read.</u></p> <p>§ <u>Teach students to use KWL strategy. See Teacher’s Guide for explanatory notes.</u></p>	<p>of patterns of organization used.</p> <p>§ <u>Examples of good questions of different types.</u></p> <p>§ <u>Sheets with blank Venn diagrams for use by individual students. Large sheet of Bristol board or flip chart paper with blank Venn diagram for demonstration.</u></p> <p>§ <u>Samples of different types of forms: e.g. immigration; application (for different things such as membership in the local library, health query/ information forms).</u></p> <p>§ <u>Teacher as resource to model strategies for students, to teach certain concepts explicitly as needed.</u></p> <p>§ <u>Charts showing sample</u></p>

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<u>Domains and Categories</u>	<u>Specific Learning Outcomes: Knowledge, Skills and Attitudes</u> <u>By the end of Grade III students should be able to</u>	<u>Sample Activities</u> <u>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</u>	<u>Suggested Resources</u> <u>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</u>
	<p><u>information and propaganda presented in persuasive texts and other materials that they encounter in cross curricular subjects</u></p> <p>16. <u>use a variety of strategies to overcome misunderstandings as they read and to aid their understanding of the text</u></p> <p>17. <u>make inferences based on implicit information in the text and justify them</u></p>	<p>§ <u>[Outcomes 11 and 14] - During the reading of expository (and persuasive) passages, model for students the process of identifying evidence used by the author to support a main idea / point. Model also the process of arriving at a conclusion based on the evidence given. Use a think aloud strategy so students can follow. Demonstrate several times so that students are clear about the procedure and can apply it successfully themselves. Have students work in small groups or pairs to arrive at conclusions based on new passages introduced. Link with writing - have individual students read independently and write down conclusions based on their reading.</u></p> <p>§ <u>Use a Venn diagram or other appropriate graphic organizer to help students isolate points of comparison and contrast used by an author in a paragraph developed by comparison and contrast. Have students inspect the paragraph to determine the pattern in which these points are presented and list them in the form of an outline in which the points are numbered. Alternatively, determine the pattern that is used and prepare two outlines representing two different patterns. Let students use the outlines to figure out the pattern that is relevant. Have students look</u></p>	<p><u>outlines for use in whole class demonstrations and for display as reference.</u></p> <p>§ <u>Text selections from other subjects across the curriculum.</u></p> <p>§ <u>Newspaper and magazine clippings and articles, editorials suitable for age level.</u></p> <p>§ <u>Materials for treasure hunt game, strips of paper for hidden clues / instructions and directions.</u></p> <p>§ <u>A class library – access to school and local library.</u></p> <p>§ <u>Selected resources listed in foregoing sections and in the Grade V syllabus.</u></p>

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		<p data-bbox="892 399 1325 581"><u>for another example of a paragraph that is developed according to the second pattern you have given them. The latter suggestion is a better procedure to introduce students to the analysis. They can prepare their own outlines as they become better at analyzing expository text.</u></p> <p data-bbox="850 610 1325 899">§ <u>[Link with writing] Bring in a varied set of forms and have students read them to determine the information that is required. Let students work in small groups to inspect the forms and discuss the types of information required under each item / question. Let individuals fill in the forms providing complete and appropriate answers. Use forms such as immigration forms, application forms (for membership to the library, to open an account at the bank, to join the 4H group etc.)</u></p> <p data-bbox="850 928 1325 1058">§ <u>Select two newspaper articles or reports on the same topic and have students compare them to check for types of evidence used by the authors to support their points, evidence of bias, misleading information and propaganda.</u></p> <p data-bbox="850 1088 1325 1187">§ <u>Model the use of queries during reading for students to demonstrate how these can be used to make pertinent associations, make inferences, make predictions about the actions</u></p>	

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		<p>and events and arrive at conclusions about a text. Use a think aloud strategy so that students can follow the process and apply it independently.</p> <p>§ Have students write brief summaries of expository paragraphs. Let them also develop sentence outlines of passages to show the main idea and the supporting details used by the author. They can inspect the outlines to determine relevance of details and evidence presented in support of the main point.</p> <p>§ Use materials from other subjects across the curriculum for good samples of expository passages.</p> <p>§ Organise a treasure hunt game in which individual students [or small groups] are given a set of instructions and directions to find a hidden treasure. Students must read the information and interpret the clues correctly to find the treasure. Award points to each instruction correctly interpreted.</p> <p>§ See the Teacher’s Guide for additional suggestions for activities and procedures.</p>	
<u>C – 2. Responding to Literature</u>	18. use a story grammar to analyse narrative texts	§ Extend students’ ability to analyse the structure of narratives by using the story grammar. [See suggestions in corresponding	§ Large chart (on Bristol board or flip chart paper) of story grammar.

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	<p>19. <u>identify the point of view used by an author in a narrative; discuss the difference between first and third person narration</u></p> <p>20. <u>analyse characters, their traits (qualities) motives and the effect of their actions on the development of the plot of the story</u></p> <p>21. <u>identify the theme of a story and discuss how the author expresses that theme, e.g. through the characters and their actions</u></p> <p>22. <u>identify the setting of the story and determine how it contributes to the overall mood of the narrative</u></p> <p>23. <u>identify the theme of a poem and discuss how the poet's choice of words, the imagery, figurative language, rhythmic and rhyming patterns contribute to its overall meaning</u></p> <p>24. <u>determine the difference between fantasy and reality</u></p> <p>25. <u>identify the forms of fiction and talk about the characteristics of</u></p>	<p>section under Grade V and the Teacher's Guide for additional suggestions].</p> <p>§ <u>Include one or two good biographies and autobiographies [or extracts from same] suitable for grade level, and have students compare use of first and third person narration. Also select some stories that use 1st and 3rd person points of view and have students identify the narrator [persona telling the story].</u></p> <p>§ <u>Help students to build on knowledge about theme and to identify themes by building on work done in Grade V. As a starting point revisit the notion of theme as 'moral' of the story, but help students to extend their understanding of theme by exploring how the author conveys meaning in the story through the characters, their actions and the events presented. Guide students and help them to gain independence in identifying theme through guided reading, discussion and interpretation of character actions etc. Students will need considerable guidance from teacher before they will be able to determine themes on their own.</u></p> <p>§ <u>Include selections of adventure stories, Science fiction, fables etc in the class library</u></p>	<p><u>Smaller printed sheets with blank diagram for students' use in mapping the grammar of stories that they read.</u></p> <p>§ <u>A selection of good literature, fiction, poetry, drama, biographies and autobiographies suitable for the age level.</u></p> <p>§ <u>Art materials for depicting characters, setting etc.</u></p> <p>§ <u>Blanks of Venn diagrams for identification of points of similarity and difference of characters.</u></p> <p>§ <u>Materials for blurbs, notebooks for reading logs / journals.</u></p> <p>§ <u>Video versions of stories for viewing and comparison with print version.</u></p>

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	<p>each</p> <p>26. <u>identify figurative language [imagery, common literary devices] used in literary texts at their grade and discuss their contribution to and their effect in the text [e.g. simile, metaphor, personification, onomatopoeia].</u></p>	<p><u>and encourage students to make selections of different types during independent reading. Use some of these text examples for whole class reading activities to sensitise students to the characteristics of each type. Include culturally relevant (and significant) literary pieces. Link with social Studies.</u></p> <p>§ <u>Help students extend their understanding of setting – the place and time of the story. Have them examine how the author presents the setting and its contribution to the story.</u></p> <p>§ <u>Link with art, have student represent the setting in pictures. Let them have a go also at drawing their favourite character(s).</u></p> <p>§ <u>Have students compare characters in a text or characters from different books that they have read in which characters deal with similar issues. Use a Venn diagram to help students isolate pertinent information and note points of similarity and difference. Link with writing by having students use the information in the diagram to develop two or three paragraphs in which they compare and contrast the characters. Link with listening and speaking by having students make oral presentations on the subject. Additionally, provide further opportunities for / links with listening and</u></p>	<p>§ <u>A class library with a wide selection of reading materials. Access to school and local libraries.</u></p> <p>§ <u>(Access to) TV monitor, VCR.</u></p> <p>§ <u>Notebooks for response journals.</u></p> <p>§ <u>Selected resources listed in the foregoing sections and in the Grade V curriculum.</u></p>

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		<p><u>speaking by having students justify the actions of a character.</u></p> <p>§ <u>Link with writing by having students write blurbs for the books they have read. Encourage varied responses to literature by having them draw, paint, role-play [pretending to be a character] and write, using a text type of their choice and that they can justify as appropriate for the purpose.</u></p> <p>§ <u>Continue to use poetry selections and extend students' ability to read and analyse the poems by helping them to focus on key elements such as theme, rhythm, rhyme, punctuation, line length, figurative language and imagery and discussing the effectiveness of each in contributing to the main message of the poem.</u></p> <p>§ <u>Select video versions of a few of the stories that students have read. Set purposes for viewing. Have students compare the film and book versions of the story. Use guided questions to have them focus on salient points such as presentation of characters, plot etc.</u></p> <p>§ <u>Have students keep reading logs / journals. Use reading conferences to discuss selection and range of books selected by students and to help them make good choices, to monitor their</u></p>	

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		<p>progress and to guide them to more advanced books when needed.</p> <p>§ Organize small groups for shared reading activities. Have students bring in books that they have read at home for sharing. Link with writing by having them write book reports in which they discuss plot, character, theme, resolution.</p>	
<u>C – 3. Vocabulary Building and concept development</u>	<p>27. <u>use new texts that they read, especially expository texts to find new words</u></p> <p>28. <u>identify common foreign words in English and use them appropriately</u></p> <p>29. <u>identify connectives and determine their meanings in the materials they read</u></p> <p>30. <u>use connotations of words to convey subtle meanings</u></p> <p>31. <u>identify common figures of speech used in texts and interpret their effectiveness</u></p> <p>32. <u>read widely to build on their repertoire of words</u></p> <p>33. <u>use a dictionary and a thesaurus to verify their understanding of</u></p>	<p>§ Have students read a wide and varied selection of texts as a means of developing their vocabulary. Allow time for sustained silent reading during the day and encourage students to read books at home.</p> <p>§ Help students extend vocabulary and achieve ownership of new words learned by having them continue to use Word Banks for recording words and their meanings in original sentences and to use the Word Banks as a resource for reading reference and for writing.</p> <p>§ Have students learn to use the dictionary properly to check word meanings, word pronunciation and to verify the spelling of words that are complex and unfamiliar.</p> <p>§ Teach students to use the thesaurus to check for alternative usage, e.g. connotations.</p>	<p>§ Charts/ clusters / semantic maps showing word families.</p> <p>§ Note books for Word Banks. Word Banks from previous years.</p> <p>§ Reference materials, e.g. a good dictionary, a thesaurus, encyclopedias.</p> <p>§ Lists with common literary devices and examples of their use.</p> <p>§ Lists with denotation and connotations with examples.</p> <p>§ Materials for matching</p>

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	<p><u>the meaning of a word and to select alternative words that have the same meaning</u></p> <p>34. <u>show that they understand the difference in meaning between commonly confused words</u></p> <p>35. <u>interpret the meaning of connectives in sentences</u></p>	<p>§ <u>Use the chalk board or a large sheet of flip chart paper; make a list of words in one column. In a larger column to the right and corresponding to respective words in the left column list some examples of connotations of the words e.g. for <i>ate</i> (denotative) list some connotations such as: <i>pibbled, gobbled</i> etc. Have students come up with examples for the other words. Let students work in small groups to find as many examples of connotations as they can for the words listed. Have groups discuss the meanings and use them in sample sentences. Have a plenary in which small groups discuss the words they found and present examples of sentences to illustrate the meanings. This can be set up as a game. See Teacher's Guide.</u></p> <p>§ <u>Use reading sessions to help students develop awareness of the use of figurative language. Guide students to read carefully to note the use of the images / devices and to discuss their effect in the poem / literary work.</u></p> <p>§ <u>Organise games in which students can match roots with appropriate affixes. See Grades IV, V and the Teacher's Guide for other suggestions for word games</u></p>	<p><u>word games.</u></p> <p>§ <u>Selected resources listed in foregoing sections and in the Grade IV and V curricula.</u></p>

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		<p>§ Have students continue to use Word Banks for making entries of new words and their meanings and for using the Bank as a resource for reference.</p> <p>§ Make a list of commonly confused words such as <i>lend / borrow; bring / carry; among / between</i>. Prepare a fill-in the blank exercise in which students select the right word for the sentence context. Structure sentences so that only one word can fit.</p> <p>§ Use a cloze procedure [See Teacher's Guide] to have students fill in words appropriately in slots to reflect their meanings.</p>	
<u>D. Reading and writing connections</u>	<u>36. respond to texts that they have read in various ways</u>	<p>§ Have students present book reports to small and whole class groups. Have them also work in pairs to share stories they have read and to talk about their response to them.</p> <p>§ Present examples of good book reports for reading and discussion. Make sure students are clear about the features of a report before asking them to write one.</p> <p>§ Allow students to use art [drawing, painting] to represent aspects of texts that they have read, e.g. to draw and paint characters, setting of story.</p>	<p>§ Art materials for representing their impressions of aspects of story visually.</p> <p>§ Text examples of good book reports.</p> <p>§ Selected resources listed in foregoing sections.</p>

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		<p>§ <u>Have students make up songs / jingles about characters.</u></p> <p>§ <u>Have students make dust covers for books they have read and write blurbs.</u></p>	
<u>E. Attitudes and Interest</u>	<p>37. <u>engage in sustained silent independent reading every day</u></p> <p>38. <u>use books as a major source of information and enjoyment</u></p> <p>39. <u>discuss books they have read with their classmates</u></p> <p>40. <u>retell stories that they have read</u></p>	<p>§ <u>Provide opportunities every day for students to read silently and independently.</u></p> <p>§ <u>Teach students how to use reference texts as resources for finding materials.</u></p> <p>§ <u>Organise small groups for shared reading activities.</u></p> <p>§ <u>Link with listening and speaking and provide opportunities for students to make oral presentations about books they have read.</u></p>	<p>§ <u>All the resources listed in foregoing sections and teacher as a resource to teach explicit concepts, monitor students' reading, give feedback and teach strategies for correcting misunderstandings during reading, guiding students to make good reading choices.</u></p>

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III. General Outcomes for Writing

In Grade VI students are expected to extend their abilities to write compositions that are clear, coherent and focused. By the end of Grade VI students should be able to:

1. show ability in the learning outcomes for writing listed in Grade V
2. select the text type best suited to their purpose for writing
3. write an expository essay that is coherent and uses a clear pattern of organization
4. use different organization patterns (as appropriate) to develop an expository paragraph
5. select a topic, develop it and provide adequate and appropriate supporting information
6. write a story using an appropriate point of view and developing a plot
7. write a response to literature that reflects careful reading and understanding
8. write a persuasive composition in which they state a clear position and provide evidence to support it

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III. Writing B. Writing for different Purposes			
A – 1. Writing for self / for personal pleasure and enjoyment	<ol style="list-style-type: none"> 1. maintain a reading journal 2. maintain a writing journal and use it as a resource for ideas for writing 	<p>§ Have students keep a reading journal or log to record the texts that they have read and to write down their responses to it.</p> <p>§ Help students to extend their ability to use a journal for writing. Have them develop their resources for writing, e.g. reading, reflection, observation, recall - and to write down their thoughts and ideas for writing in the journal. Occasionally allow them to select a topic for writing and to use their journals to help them come up with a topic and ideas for the composition. Encourage them to use the journals for writing down poetry and other text types that they may not want to share immediately.</p>	<p>§ Notebooks for reading and writing journals.</p> <p>§ Activities that allow students to develop and use their personal resources for writing e.g. trips for observation, text types that are models of the particular type being taught.</p>
A – 2 Writing for others – A – 2.1. Writing for chosen audiences and for communication with others	<ol style="list-style-type: none"> 3. select the text type that is best suited to the purpose for writing and to the intended audience 4. write personal letters, using format, tone and language most appropriate to the intended audience 5. write letters / notes of apology, invitation, complaint, thanks 6. write a letter to the editor of a 	<p>§ Provide students with the opportunity to read, discuss and examine the features / characteristics of different text types. Give them guidance in selecting the text type that is best suited to their purpose until they can make independent choices with confidence.</p> <p>§ Review / teach the format of the friendly and business letter. Have students decide on the audience for whom the communication is intended. Have them shape the communication focusing on appropriate tone,</p>	<p>§ A selection of different text types for critical reading and analysis and to observe their characteristics.</p> <p>§ Models of different types of personal notes / letters: thanks, apology, invitation, complaint etc.</p> <p>§ Checklist of important characteristics for student</p>

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	<u>newspaper or magazine stating a position</u>	and language to convey the message. § Have students write about real issues of concern to them in the school and community. Have them write with a particular paper or magazine in mind. Have them use process approaches to revise their letters (e.g. to the editor).	evaluation, revision and editing of particular text type.
A – 2.2. Writing for school purposes	<p>7. <u>write expository compositions that consist of several clear and coherent paragraphs</u></p> <p>8. <u>choose a topic and develop it; include a main idea and adequate examples, relevant information as evidence to support it</u></p> <p>9. <u>use different organization patterns to develop an expository paragraph; e.g. compare and contrast; by order of importance of the point being presented; by building up to the most important point</u></p> <p>10. <u>write a paragraph / composition in which they state a problem and offer (a) solution(s)</u></p> <p>11. <u>present an introduction and suitable conclusion for their compositions</u></p>	<p>§ Bring to class examples of expository paragraphs for critical reading, discussion and observation of features. Have students work in small groups to read and make a list of features that they observe. Have groups present their findings to whole class. Consolidate with whole class group. List features and characteristics on board / chart. Make sure that students are familiar with a particular pattern of organization before asking them to write using that pattern.</p> <p>§ Choose clear models of different types of writing [expository, persuasive, autobiography, biography] for reading and discussion. Help students to see the features / characteristics of each text type. Choose examples that are simple, clear and that reveal distinguishing features of the text. Do not introduce all text types at once, but go through a selection, helping students to understand the message and content, then focusing on features of the text, identifying the intended</p>	<p>§ Good models of different types of text using patterns of organization that are being taught.</p> <p>§ Graphic organizers to help students organize information for writing.</p> <p>§ Resource materials for research – encyclopedias, trade books, technological support and access to online information, access to school and public libraries.</p> <p>§ Blank Venn diagrams for organization of compare and contrast paragraphs.</p> <p>§ Frame outlines for students to organize their ideas and points for compositions.</p>

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	<p>12. <u>state a purpose (thesis) for the composition and provide adequate support in the form of an explanation or persuasive evidence</u></p> <p>13. <u>select a pattern of organization best suited to the composition</u></p> <p>14. <u>write a story / narrative composition in which they present a setting, establish a plot and characters</u></p> <p>15. <u>use narrative devices such as dialogue</u></p> <p>16. <u>write responses to literature e.g. a book report; an interpretation of the text that shows careful reading and understanding of it</u></p> <p>17. <u>use examples and textual evidence to illustrate and support points made in the report / interpretive composition</u></p> <p>18. <u>write a persuasive composition in which they state a clear position and give evidence to support it</u></p> <p>19. <u>organize supporting points and evidence in the most effective</u></p>	<p>audience etc.</p> <p>§ <u>Teach students two basic types of comparison and contrast organization. Have students state clearly the two things they are comparing and contrasting. The first type of organization: (1) present the similarities between the two things (one paragraph) (2) present the differences between the two things (one paragraph). A second type: (1) Present 1 similarity and give an example for it in each object. (2) present the second similarity and show how it is manifested in both objects (work through similarities in this way). (3) Present the 1st difference and give an explanation and example to show how it is manifested in both objects. (4) Present the second difference and give an explanation and examples to show it is manifested in both objects. Work through differences in this way. [See Teacher’s Guide]</u></p> <p>§ <u>Extend students’ ability to write stories. Use good examples of stories in reading programme for critical reading and discussion. Focus on how the plots are developed and on the presentation of characters, use of dialogue, use of sensory details etc. Use a story grammar to help students understand the structure of story. Students write their stories. Organise small groups or pairs for shared reading and for classmates / partners offer</u></p>	<p>§ <u>Large chart displaying the story grammar of one of the texts students have read. Sheets for individuals with the blank map of the story grammar for use by students to map out their stories (if necessary).</u></p> <p>§ <u>Semantic maps showing word families, denotation and corresponding connotations of words.</u></p> <p>§ <u>Examples of figures of speech with explanations of their functions and examples of their use.</u></p> <p>§ <u>Materials from other subject areas across the curriculum: topics, problems, and experiments.</u></p> <p>§ <u>Selected resources listed in Grade IV and V curricula.</u></p>

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	<p>order</p> <p>20. <u>write a short research report in which they pose a question and answer it thoroughly in the paper</u></p> <p>21. <u>consult encyclopedias, online materials and other sources to get information for the report</u></p> <p>22. <u>conduct interviews with relevant people to get information for the report</u></p> <p>23. <u>select words [exact nouns, verbs, adjectives] that best convey the intended meaning</u></p>	<p><u>feedback. Have student use process procedures to revise and edit their work. Have students use a checklist of guided questions to help them revise for organization of events, word choice, use of sensory words, punctuation and grammar. Allow the student reading to write down sentences in response to the questions and to organize them into a paragraph to give as feedback to their partner. [Incorporate selected student editorial comments as part of in-course assessment – See final section of this document]</u></p> <p>§ <u>Link with Listening and Speaking by having students give an oral presentation of their story. Establish the “author’s chair” so that individual students have an opportunity to present and answer questions.</u></p> <p>§ <u>Use topics from subjects from across the curriculum to have students write a research. Organise this as a small group project. Have students work as a collaborative group to research the topic and complete the report. Have the group select the question or questions (about the topic) that they want to cover in the report. Guide them so that they do not have questions that are unmanageable (i.e. that will require too much information that they cannot cover adequately in the report). Have them do searches for</u></p>	

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		<p><u>information; e.g. in encyclopedias, online, by talking to people who know about the topic. Provide guidance to the whole class on how they can incorporate information that they have researched into the report. Have them observe appropriate rules for presenting quotations etc. use charts with significant information for student reference. Have groups present their reports.</u></p>	
<p><u>B Using process strategies for shaping their writing</u></p>	<p><u>24. use a range of prewriting strategies to generate ideas for writing</u></p> <p><u>25. use strategies to organize their ideas / points for writing e.g. webs, clusters, simple outlines</u></p> <p><u>26. revise and edit their work to improve it and prepare a good final draft</u></p> <p><u>27. use a checklist as a guide to revise and edit their compositions</u></p> <p><u>28. read the composition of a classmate and offer helpful comments based on a reading and using a checklist to guide the reading</u></p>	<p><u>§ Continue to help students to improve as writers by integrating process approaches into all aspects of their writing, including writing in other subjects.</u></p> <p><u>§ Use appropriate warm up activities before asking students to write. Guide students to generate ideas by having them use appropriate prewriting strategies such as brainstorming, reading, studying models that illustrate the features / characteristics of particular text types.</u></p> <p><u>§ Work with students to generate checklists of guided questions to help them read their compositions critically. Provide guidance on ways in which students can improve aspects of their writing.</u></p> <p><u>§ Organise writing conferences with individuals for the purpose of going over a student's</u></p>	<p><u>§ Selected resources listed in the Grade IV and V curricula.</u></p> <p><u>§ Review charts illustrating important steps and procedures of applying the process approach.</u></p> <p><u>§ Appropriate checklists of questions to guide individuals and small groups in critical reading, revising and editing their compositions.</u></p> <p><u>§ Access to reference resources, e.g. a good dictionary and thesaurus, other resource materials in the class, school and</u></p>

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		<p><u>writing, discussing it with the student and helping him / her approach the task of revision with confidence.</u></p> <p>§ <u>Provide opportunities for pair and small group work in which students present their writing and have others in the group listen critically and comment on it (using appropriate checklists to guide them on features / characteristics that they should look for).</u></p>	<p><u>community libraries.</u></p>
C <u>Research skills</u>	<p>29. <u>select and use information from various sources for developing their abilities in all strands of the language arts</u></p> <p>30. <u>use library and online resources to find information</u></p> <p>31. <u>use basic word processing skills to prepare a simple report</u></p> <p>32. <u>use appropriate documentation for material they use from different sources</u></p>	<p>§ <u>Help students to develop an awareness of the range of sources they can use to search for information for their research reports / projects.</u></p> <p>§ <u>Liaise with the school / community librarian to teach students how to use the card catalogue to access reference materials that they need.</u></p> <p>§ <u>Teach explicitly the procedures for documenting information taken from other sources. Link with lesson on punctuation to teach appropriate use of inverted commas.</u></p> <p>§ <u>Teach students explicitly how to paraphrase and summarise information.</u></p> <p>§ <u>Link with information technology instruction to help student learn how to access relevant online sources and to use the computer to</u></p>	<p>§ <u>Access to school and local community libraries.</u></p> <p>§ <u>Access to information technology lab at school.</u></p> <p>§ <u>Models of good summaries and paraphrased paragraphs.</u></p> <p>§ <u>Other selected resources listed for Grades IV and V.</u></p>

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D Technical aspects of writing		prepare a simple report.		
D - 1. Language conventions for writing and speaking	<p>33. <u>write and speak using standard English.</u></p> <p>34. <u>write sentences in English that are grammatically accurate and clear</u></p> <p>35. <u>use simple, complex, compound and compound-complex sentences in their writing</u></p> <p>36. <u>use appropriate coordinating and subordinating conjunctions in their sentences</u></p>	<p>§ <u>By integrating the different domains, provide several opportunities for students to speak and write using standard English. Example, in oral presentations, in making comments on the presentations made by others, in writing across the curriculum.</u></p> <p>§ <u>Use good models of writing that exemplify excellent use of English. Through critical reading and discussion of these models and through wide reading of a number of selections help students to develop an awareness of grammatical English and of the sentence varieties [see Outcome # 35] that can be used to express their ideas.</u></p> <p>§ <u>Build in revision sessions for inspecting the grammaticality of sentences in prepared oral and written presentations.</u></p> <p>§ <u>Teach students about connectives [coordinating and subordinating conjunctions explicitly]. Teach mini-lessons (as needed) on sentence combining to individuals and small groups who need explicit instruction in writing with greater complexity.</u></p> <p>§ <u>Have students read widely. Maintain a class</u></p>	<p>§ <u>Text selections that exemplify excellent use of English.</u></p> <p>§ <u>Charts showing sentence connectives both coordinating and subordinating conjunctions with excellent examples of their use.</u></p> <p>§ <u>Prepared checklists that guide students to look for accurate use of punctuation marks.</u></p> <p>§ <u>Charts (for whole class use) and strips of paper (for small group and individual use) with clauses and punctuation marks printed on.</u></p> <p>§ <u>Reference materials e.g. A dictionary and a handbook of style, grammar and usage to check punctuation.</u></p>	<p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted</p> <p>Formatted: Bullets and Numbering</p>

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		<p data-bbox="932 370 1354 527"><u>library and include a variety of good texts: fiction, non-fiction, historical stories, drama, and poetry. Have students discuss the texts they are reading in whole class, small groups and pairs. Encourage the use of standard English for these discussions.</u></p> <p data-bbox="890 557 1367 820">§ <u>Select examples of sentences using different coordinating and subordinating conjunctions from the texts that students are reading. Write down examples of sentences on the board or on flip chart paper. Highlight the conjunctions. Discuss their functions in one sentence at a time. Help students to see how the choice of connective changes the meaning relationship between (expressed by the conjoined clauses).</u></p> <p data-bbox="890 849 1360 1031">§ <u>Prepare a sheet of simple sentences and clauses. Write down a list of connectives. Have students combine clauses and sentences to make complex, compound and compound-complex sentences. Have students work in pairs or small groups. Set this up as a game [See Teacher’s Guide for suggestions].</u></p> <p data-bbox="890 1060 1354 1193">§ <u>Teach punctuation of sentences explicitly as needed. Prepare strips of paper with clauses and simple sentences written on them (for small group and individual use). Write sentences on a large sheet of Bristol board or</u></p>	

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		<p>flip chart paper for use with the whole class. Leave out the punctuation marks (including capitalization). Write down a list of <u>connectives and appropriate punctuation marks</u> on the board / separate piece of paper. Have students punctuate the sentences <u>appropriately after they have combined them</u>. Give immediate feedback to the class.</p>	
<p><u>D – 2. Vocabulary use and Spelling</u></p>	<p>37. <u>use new words they have learned accurately in their writing</u></p> <p>38. <u>select words carefully to convey the intended meaning</u></p> <p>39. <u>use words that reflect finer shades of meaning e.g. connotations in their writing</u></p> <p>40. <u>use words with sensory appeal to present descriptions, characters and in their writing where appropriate</u></p> <p>41. <u>to explore spelling patterns of consonants</u></p> <p>42. <u>to use appropriate endings for comparatives</u></p> <p>43. <u>to recognize, spell and show understanding of the meaning of the prefixes –in; -pro and -sus</u></p>	<p>§ <u>During the revision stage of writing have students pay close attention to their choice of words. Teach mini-lessons as needed to help students recognize words with finer shades of meaning e.g. connotations (e.g. <i>eat – gobble, nibble, munch</i>), use of adverbs to give colouring (e.g. <i>swift – swiftly</i>).</u></p> <p>§ <u>Use poems and selections that make good use of words with sensory appeal to create vivid images. Engage students in critical reading of the poems. Have them identify the use of images and have discussions with them to determine the effects created by the use of figurative language.</u></p> <p>§ <u>Find words wit patterns using c followed by a vowel e.g ci, ca, co, cu. Make a list of the words on the board and ask children to read the words and pay attention to how they sound. Help them formulate a rule [the c is pronounced softly when it is followed by i.] Compare with other c + vowel combinations</u></p>	<p>§ <u>A dictionary and thesaurus.</u></p> <p>§ <u>Charts with lists of words and figures of speech with examples.</u></p> <p>§ <u>Charts with graphic organizers showing word families.</u></p> <p>§ <u>Good texts that exemplify the use of words in context.</u></p> <p>§ <u>List of prefixes and root words.</u></p> <p>§ <u>Prepared exercises for problem solving using prefixes appropriately.</u></p>

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		<p>in the list.</p> <p>§ Have students work in small groups to inspect the dictionary to find words that begin with <i>in</i>, <i>pro</i> and <i>sus</i>. [Have a list of your own ready] Teach meanings explicitly, e.g in = not; sus = under (a version of sub). Check the dictionary for the meanings of the prefixes. Make up a list of other words but omit the prefixes. Have students select the right prefix to go with the word. [See TG for sample list].</p> <p>§ Have students read widely – this is the best ways for students to develop a wide vocabulary.</p>	
C.3. Grammar	<p>44. use personal and possessive pronouns accurately</p> <p>45. use indefinite pronouns accurately</p> <p>46. use present and past verb tenses accurately</p> <p>47. use the past perfect and future perfect verb tenses accurately</p> <p>48. revise their work to eliminate any errors of concord [subject / verb agreement]</p>	<p>§ Teach grammar as needed. Organise mini-lessons in which you give explicit instruction to students who are having difficulty with certain elements of grammar.</p> <p>§ Use grammar games to help students practice the grammar concepts that they have difficulty with. [See the Teacher’s Guide for some suggestions]</p> <p>§ Prepare checklists presenting simple statements and examples of accurate use of elements taught for reference in revision.</p> <p>§ Organise small group and pair work so that students who have a strong command of the</p>	<p>§ A style, grammar and usage manual for reference.</p> <p>§ Appropriate checklist for use in revision.</p> <p>§ Visual aids to highlight grammar points being taught.</p> <p>§ See TG for additional list.</p>

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D Attitudes and Interest	<u>49. show positive attitudes towards writing</u> <u>50. persevere to complete writing tasks</u> <u>51. revise, reorder sentences for clarity and better organization and select words for their more precise meanings</u> <u>52. reflect on their own writing and show willingness to work to improve it</u> <u>53. evaluate their writing and that of others</u>	<u>use of the language can work (in collaborative groups) with those who have difficulty</u> § <u>All the suggestions listed in the foregoing sections.</u> § <u>Link with reading so that students are constantly presented with good model for their writing</u> § <u>Provide support for students by organizing individual conferences to discuss the progress of individuals and to give help where this is needed.</u>	§ <u>All the resources listed in the foregoing sections</u>

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Assessment – Grades V and VI

In Grades V and VI it is important to evaluate students' ownership of the concepts explored in the curriculum through different forms of assessment. The various forms of record keeping about the student that were used throughout the year, as well as the student's evaluation of his / her progress in all domains should therefore be considered in conjunction with the more formal assessments that are given in the form of quizzes, term tests and end of year promotional examinations. Indeed, the isolated test and the promotional examination should not be the only forms of assessment used to determine a student's readiness and capability to move on to a higher, more challenging level. The curriculum promotes a holistic and integrated approach and the forms of assessment used must be consistent with that approach. The principles of *time, choice, response, structure* and *community* which provided a framework for the integration of the curriculum can be explored in meaningful ways for the evaluation and assessment of student performance. Using these as underlying principles for assessment will ensure that:

1. the assessment procedures that are implemented are consistent with the curriculum
2. the methods that are used to assess are closely related to the day to day learning experiences of the students
3. student performance on a wider range of key outcomes from all the domains will be sampled, thereby allowing for a more comprehensive evaluation of a student's ability .

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As explored in the curriculum the principles are realized in the following concrete ways:

Time:

- Learning experiences throughout the year
- Collection of anecdotal records by teacher
- Evaluation of specific activities in all domains by classmates
- Self-evaluation by the student
- Work samples in student portfolios
- Quizzes and discrete tests given at different times throughout the year

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Choice:

- Student input into the materials they read
- Student input into choices of topics for writing

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Response:

- Feedback from the teacher to individual students
- Feedback given by students to each other in shared reading and writing activities and for oral presentations
- Self-evaluation by the student

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Structure

- Project work done by collaborative groups

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Community

- Participation in school activities that involve language arts projects e.g. drama presentations, choral speaking etc.

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These elements should be included in the overall evaluation of the student by:

1. allowing students to offer specific selections from their portfolios for evaluation
2. inspecting the entire portfolio to determine progress and using specific teacher-assigned tasks for awarding grades
3. using selected group assessments (of a student) in selected activities in all the domains
4. using self-evaluation of specific tasks for assessment
5. using project work done over time and other relevant activities done within the context of using thematic units

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In addition:

- normal tests and end of term / end of year examinations will be used to assess performance at critical end points of the learning experience at the relevant grade level
- participation in school or community activities that involve specific aspects of the language arts can be factored into the overall evaluation.

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The specific weighting of these components can be decided by the school as a community.

Specific outcomes should be identified from those listed in the curriculum for all the domains and as summarized in the following chart.

<u>Assessment in Grades V and VI</u>	<u>General suggestions for assessing the domains</u>
<u>I. Listening and speaking</u>	<p data-bbox="604 248 1661 302"><u>I. Do a comprehensive evaluation of students' oral communication abilities. Keep a dossier to record development throughout the year. This should contain:</u></p> <ul style="list-style-type: none"> <li data-bbox="926 315 1556 337">- <u>teacher's notes made during monitoring activities with students;</u> <li data-bbox="926 350 1457 373">- <u>notes / comments on weekly / bi-weekly assignments</u> <li data-bbox="926 386 1329 409">- <u>evaluations from planned presentations</u> <li data-bbox="926 422 1638 444">- <u>outcomes of tasks used to assess specific outcomes / groups of outcomes</u> <li data-bbox="926 457 1398 480">- <u>mid-term / end of term test scores / end of year</u> <li data-bbox="926 493 1661 547">- <u>student self-assessment forms / peer assessment forms on specific tasks and assignments in which student evaluation is allowed by teacher</u> <ul style="list-style-type: none"> <li data-bbox="604 589 1509 612">● <u>Evaluate the students' communicative use of language; i.e their ability to convey messages.</u> <li data-bbox="604 618 1247 641">● <u>Monitor their acquisition of book (decontextualized) language.</u> <li data-bbox="604 647 1633 670">● <u>Incorporate the children's own evaluations of their oral communication as part of the overall assessment.</u> <li data-bbox="604 677 1493 699">● <u>Evaluate students' ability to listen to multiple instructions and directions and follow them</u> <li data-bbox="604 706 1661 760">● <u>Assess ability to use standard English for specific communicative purposes in the classroom; to make planned and unplanned oral presentations.</u> <li data-bbox="604 766 1073 789">● <u>Assess the ability to ask pertinent questions.</u> <li data-bbox="604 795 1562 818">● <u>Assess the ability to make inferences and draw appropriate conclusions from an oral presentation.</u> <li data-bbox="604 824 1568 878">● <u>Assess vocabulary development and grammar as part of overall evaluation of oral communicative development, particularly as this applies to the use of language for school purposes.</u>
<u>II. Reading</u>	<ul style="list-style-type: none"> <li data-bbox="604 898 1661 976">● <u>At the start of the year try to get a picture of what the student has learned over the course of Grades IV and V, and determine whether the student has made more progress over the holidays. To do this, take a record of the student's reading behaviour and calculate the student's reading at Grades V and VI.</u> <li data-bbox="604 989 1661 1042">● <u>Evaluate the progress over the year by monitoring and assessing the outcomes and groups of outcomes listed in the curriculum for Grades V and VI under the following sections:</u> <ul style="list-style-type: none"> <li data-bbox="667 1055 1129 1078">A - <u>Text Organisation (as in- course assessment)</u> <li data-bbox="667 1091 1409 1114">B – <u>Word recognition; decoding and the development of fluency – Outcome # 8</u> <li data-bbox="667 1127 1486 1149">C- 1. – <u>Understanding C – 1 Meaning – critical reading and thinking: Nos. 9, 10, 11, 15</u> <li data-bbox="667 1162 1230 1185">C – 2. – <u>Responding to literature: Nos. 16, 17, 18, 19, 20, 22</u>

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Assessment in Grades V and VI	General suggestions for assessing the domains
	<p><u>C-3. – Vocabulary building and concept development: No: 24</u></p> <p><u>E – Attitudes and Interest: Nos 26, 28, 29.</u></p>
<u>III. Writing</u>	<p><u>A. 1 - Writing for self / personal pleasure and enjoyment: No. 3.</u></p> <p><u>A 2. - Writing for others / Chosen audiences: Nos.: 4, 5, 6, 7, 8.</u></p> <p><u>A 2-2. – Writing for school purposes: Nos:10, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26.</u></p> <p><u>B – 2. - Research skills: No: 31.</u></p> <p><u>C – Technical aspects of writing</u></p> <p><u>C- 1. Nos: 34, 35</u></p> <p><u>C.- 2 Vocabulary and Spelling: Nos. 36, 37, 38.</u></p> <p><u>C. 3 – Grammar Nos: 42, 44.</u></p> <p><u>D. Attitudes and interest – Nos: 46, 47.</u></p>

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Formatted: Bullets and Numbering

Glossary

Extend to include Outcome #10. Have students give an oral summary of the subject matter of the speaker's talk.

Have students write down a numbered list of four or five points on a sheet of paper. Use a recording of a short report as a stimulus for listening. Ask student to write down short phrases to indicate the points made in the order that they were made. Students compare and discuss their answers.