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**Redesigned curriculum for  
Communication and language skills**

**”Adapted Accessibility for All – 3A”  
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### Introductory note

The Curriculum for Communication and Language Skills aims to bring to the fore the didactic activity aimed at students with mild to moderate disabilities in special education and integrated special education classes. He mainly considers two categories of students with special educational needs - Autism, Down Syndrome.

The structure of the curriculum includes:

- Introductory note
- Methodological suggestions
- General skills
- Contents
- Specific skills and examples of learning activities
- Ways to evaluate the results

The general competences have the role of orienting the didactic approach towards the final acquisitions of the student. Specific competences are derived from general competences, representing stages in their acquisition. To achieve specific skills, examples of learning activities are proposed that capitalize on the concrete experience of the student and that integrate didactic strategies appropriate to formal and non-formal learning contexts (face to face or online). The learning contents consist of all the acquisitions necessary for the student to acquire the basic skills.

These contents are accessible to the understanding possibilities of students with mild and moderate mental deficiency and are repeated concentrically from one class to another and with an increased degree of complexity within the limits of the possibilities of assimilating knowledge and training skills, preserving the principle of interdisciplinarity .

The more pronounced a child's intellectual disability is, the less developed his verbal language is, and the share of non-verbal language



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is increasing. Thus, against the background of the frequent appearance of language disorders in the two categories of special educational requirements (Autism, Down Syndrome), targeted, the use of augmentative and alternative communication methods is required. The aim is to maximize existing potential, compensatory development and socio-professional integration. The success of the recovery of the student with mental disabilities depends, to a large extent, on their socialization through non-verbal communication, in this way it is possible to complete what they cannot express through a well-developed verbal language. Augmentative and alternative communication includes the set of methods and means of communication intended to complement/substitute speech (or/and writing) when they are impaired. Moreover, through it the development of personal autonomy is facilitated, in order to form an independent behavior.

This curriculum offers a flexible range of learning activities. The teacher can modify, complete or replace these activities with others that are appropriate for the students with whom they are working. It thus becomes possible to achieve a personalized didactic approach, which ensures the training of the skills offered by the program, in the specific context of each class and taking into account the potential of each student. Teaching-learning-assessment activities place the student in situations of active language user. Curriculum design focused on skills that correspond to research in cognitive psychology is pursued, according to which skills transfer and mobilize knowledge, skills and attitudes in new situations.

The learning activities have also been designed to be adaptable to online teaching.

### Basic information for the topic

In the formation of the child's personality, communication plays a decisive role. Communication is a complex concept that includes the processes of receiving oral and written messages, as well as those of oral and written expression. In children with intellectual disabilities, the



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semiotic function is insufficiently developed, which affects both the level of language development, the ability to communicate, and the efficiency of thinking operations. Considering the specific features of the student with intellectual disability and the fact that the development of thinking is enhanced by active and conscious communication, the formation of the skills to use verbal and non-verbal language is of particular importance.

The key competences formed in the Communication and Language Skills discipline are:

- communication in the mother tongue;
- cultural awareness and expression.

<b>Subject:</b>	<b>Communication and language skills</b>
<b>Learning topics:</b>	<ul style="list-style-type: none"> <li>- Nonverbal communication</li> <li>- Verbal communication</li> <li>- Reading skills training</li> <li>- Written communication</li> <li>- Elements of communication construction</li> </ul>
<b>Equipment and resources:</b>	<p>-computer, phone, laptop, tablet, smartphone, smartboard, virtual whiteboards, allowing synchronous collaboration: Google Jamboard (<a href="https://jamboard.google.com/">https://jamboard.google.com/</a>), Microsoft Whiteboard</p> <p>- educational platforms (Microsoft Teams - Microsoft Classroom, Google Meet, Zoom, etc.), learning platforms, usable either synchronously or asynchronously: (Wordwall (<a href="https://wordwall.net">https://wordwall.net</a>), Livresq ( <a href="https://livresq.com/ro/">https://livresq.com/ro/</a> ), Kahoot (<a href="https://kahoot.com/">https://kahoot.com/</a> ), Learningapp (<a href="https://learningapps.org/">https://learningapps.org/</a>))</p>

	<p>-textbooks, digital manuals, comics, poetry, classical and contemporary prose, children's literature, national and foreign, online postings, documentaries, radio broadcasts, radio drama for children, audio recordings, literature on audiobook, educational software (full / excerpts)</p> <p>-educationally useful sites- <a href="http://www.pinterest.com">www.pinterest.com</a> ; <a href="http://www.happinessishomemade.net">www.happinessishomemade.net</a> , <a href="http://www.MontessoriFromtheHeart.com">www.MontessoriFromtheHeart.com</a> ; <a href="http://www.Artycraftykids">www.Artycraftykids</a> , <a href="http://www.kidscraftroom.com">www.kidscraftroom.com</a> ; <a href="https://www.youtube.com/">https://www.youtube.com/</a> ; <a href="https://www.ted.com/">https://www.ted.com/</a></p>
<p><b>Methodological suggestions:</b></p>	<p>The working methods will be selected in relation to the specific contribution to the formation of competences, the content of the teaching activities and the particularities of the pupils (age, level of mental development, type and degree of disability, specificity of alternative means of communication). A variety of teaching methods can be used: expository, intuitive, active-participatory, etc.</p> <p>Expository methods used in teaching activities with pupils with intellectual disabilities shall meet the following requirements:</p> <ul style="list-style-type: none"> <li>- the use of appropriate language appropriate to the level of communication;</li> <li>- clear, precise and concise presentation of information, systematisation of ideas;</li> <li>- coaching the pupils through control questions to check the level of understanding of the content and to intervene with new explanations and clarifications when necessary;</li> <li>- avoiding excessive verbalism.</li> </ul> <p>Simulation methods (based on didactic play and dramatization) can be successfully applied, facilitating active, emotional participation of the students, as well as being a means of socialization and interaction.</p> <p>In the context of teaching activities characteristic of special education, demonstrative, modelling or imitation methods are appropriate and effective in the educational act due to the compatibility between their specificity and the learning particularities of students with disabilities.</p> <p>The use of active-participatory methods will allow the pupil with intellectual disabilities to achieve</p>

competences through personal effort or through collaboration with other colleagues. Specific to these methods is the fact that they stimulate interest in knowledge, facilitate contact with the surrounding reality and develop cooperative learning. They contribute to the development of skills related to active listening, decision-making, personal autonomy, responsibility and social participation.

The selection, establishment and integration of teaching aids in educational and therapeutic activities is carried out by permanently correlating them with the specific competences targeted, the concrete contents and the teaching methods and procedures used. In the case of pupils with intellectual disabilities, some means may also have a compensatory role, involving the development of specific skills.

Because we are addressing specific categories of special educational needs, Autism, Down Syndrome, we must also make some clarifications on how to work with them.

The autistic pupil needs a rigorously structured environment, plus a curriculum for daily activities, school subjects and leisure activities - all areas requiring personalised interventions. It requires a highly individualised approach, taking into account the extremely broad spectrum of autistic symptoms, as well as differences in IQ, autistic deficits and general level of achievement. Emphasis will be placed on concrete teaching modalities - especially visual and/or facilitated communication. A long-term perspective should be considered, including regular assessments of cognitive and developmental gains.

Aims, objectives are specified in terms of behaviour and benchmarks (how long it takes, what criteria need to be met for success). Acceptance of Pervasive Developmental Disorder as well as informing and including the family in all aspects of the intervention. Optimal results are achieved when parents are co-therapists, collaborating with professionals.

The educational style must be adapted to the basic needs of the autistic student, and this adaptation is primarily about clearly formulating the requirements, structuring the requirements and structuring space and time.

- The tone is firm.
- The tasks are short (like "Show your hand!" , "Do like this!", "Colour the house!", "Put on...!" etc). After the child learns the first notions and has a large number of words in his/her vocabulary, the

requirement becomes more complicated.

- Common language terms are used, without figurative words or metaphorical expressions
- When giving the task, the child should pay attention to the teacher. If necessary, it is repeated until the child remembers it.
- The principle of sequencing must be respected (the task is given sequentially, the help is withdrawn sequentially, the material reward is withdrawn sequentially).
- In the classroom it is the teacher who decides what the pupil does;
- Class time is well structured and focused on learning objectives and minimum time in free play and recreational activities.

The student with autism should receive as much attention as possible for positive behaviours, especially for cooperative attitudes and for doing well, alone or with help. Praise and rewards are also effective ("Well done!"). Reward is never given for free or as a bribe.

The student with Down syndrome usually faces many intellectual challenges. Strategies that work for students with mild disabilities and/or students with significant learning disabilities will work for them. Robust intervention and high-quality instruction lead to improved academic performance for students with Down syndrome. Through a multimodal approach, a teacher uses as many concrete materials and authentic real-world situations as possible.

The teacher can use the following strategies for students with Down syndrome:

- Use teaching methods that make use of visual aids such as pictures, images, posters, projections, writing or drawing on the blackboard, etc., because the pupil with Down's syndrome is more likely to have a visual learning style;
- Providing simple instructions in clear, short sentences or phrases, using appropriate non-verbal language;
- Face-to-face communication, maintaining eye contact with the learner, so that the learner can more easily understand the task;
- Checking the understanding of the work task, by repeating the instructions, by the pupil with Down

syndrome;

- Allowing extra time for responding to or completing learning tasks, as the pace of work is slower in the pupil with Down syndrome;
- Dividing work tasks into small steps so that the learner can understand them;
- Giving the learner the freedom to choose their work tasks, which helps them to make decisions and take responsibility and increases self-confidence;
- Providing constant encouragement and positive feedback to channel their energy into avoiding failure and preventing passive, absent or aggressive behaviour.
- Teaching online is a big challenge for students with special educational needs. In most cases, they cannot use the specific equipment themselves, are easily distracted from the task, concentrate for very short periods of time. The parents of these pupils become active partners of the teacher in the teaching-learning process. They will be able to help their children better if they understand how to use the technology, so teachers will first provide them with tutorials about the technology and the platform they use in class.

Short PowerPoint presentations are attractive for students, which can present important information related to the lesson being taught. Slides should contain clear information, together with suggestive images and even short videos. These presentations can be made using a variety of online tools:

- **Prezi** - an easy-to-use application for making short presentations
- **Flipsnack** - an online programme to create interactive catalogues with realistic page-flipping effects. These can be created by uploading PDF files or can be made entirely in Flipsnack.
- **TeachEm** - which turns YouTube videos into interactive and interesting lessons through quizzes and notes that can be added to each video.
- **Canva** - a graphic design platform that allows you to create unique presentations, documents and other great visual content.
- **EduPuzzle** - a platform that allows teachers to find out if students are watching the videos they have submitted, how many times they watch each section of the video, and you can also understand



	<p>if students understand the content presented in the video.</p> <p>Interactive games are also very attractive for students with special educational needs and can be created using tools such as the <b>LIVRESQ platform</b> or <b>Kahoot!</b></p>	
<b>General competencies (frame objectives):</b>	<ol style="list-style-type: none"> <li>1. develop oral communication skills in a variety of situations</li> <li>2. to facilitate the student's acquisition of skills in comprehension of written text</li> <li>3. to develop skills in writing written text of various kinds</li> <li>4. to develop the learner's skills in the correct and appropriate use of the national language</li> </ol>	<ol style="list-style-type: none"> <li>1. develop skills in understanding and using messages appropriately</li> <li>2. enable the pupil to acquire skills in receiving written/oral messages using alternative and augmentative methods of communication</li> <li>3. to develop skills in the elaboration of written and/or oral messages using alternative and augmentative communication methods</li> <li>4. develop skills in the appropriate use of the national language</li> </ol>

<b>Topic 1:</b>		<b>Non-verbal communication</b>
	<b>Mild</b>	<b>Moderate</b>
<b>Learning outcomes (reference objectives)</b>		<ol style="list-style-type: none"> <li>1.1 The student will be able to recognize sounds from the environment</li> <li>1.2 The student will be able to compose sentences, including using alternative and augmentative communication methods</li> <li>1.3 The student will be able to convey messages appropriate to the context, including using mime and gestures</li> <li>1.4 The student will be able to identify the</li> </ol>

		<p>meaning of some messages</p> <p>1.5 The student will be able to formulate messages in various communication situations, including using alternative and augmentative communication methods</p>
<p><b>Content (learning content):</b></p>		<ul style="list-style-type: none"> <li>- Body language and facial expressions</li> <li>- Figurative procedures: gesture, mime, pantomime</li> <li>- Augmentative and alternative communication: photos, drawings, icons, mime-gestural language, PECS, assistive technologies</li> </ul>
<p><b>Example activities:</b></p>		<p><b>1.1.</b></p> <ul style="list-style-type: none"> <li>- identifying and differentiating some noises, onomatopoeia, recorded or provoked sounds;</li> <li>- associating a word with the image;</li> <li>- approval-disapproval games;</li> <li>- identifying the truth value for a statement;</li> <li>- games where icons are used to answer questions;</li> <li>- taking actions as a result of correctly understanding the messages.</li> </ul> <p><b>1.2.</b></p> <ul style="list-style-type: none"> <li>- making up sentences according to the images;</li> <li>- game of formulating answers in sentences;</li> <li>- expressing needs through sentences;</li> <li>- cutting out, circling or underlining the words of a sentence;</li> <li>- recomposing the sentence using the cut-out words;</li> </ul>

		<p><b>1.3.</b></p> <ul style="list-style-type: none"><li>- description of common classroom objects using augmentative and alternative communication methods;</li><li>- description of the bank colleague;</li><li>- naming some features of beings;</li><li>- mime and pantomime exercises;</li><li>- imitation games;</li><li>- puppet games, simulations;</li><li>- dramatizations in which the student plays different roles.</li></ul> <p><b>1.4.</b></p> <ul style="list-style-type: none"><li>- dialogues in different situations (in a shop, at a hotel reception, in a restaurant, etc.);</li><li>- watching children's films, stories, dramatisations;</li><li>- identifying the main characters and briefly characterising them;</li><li>- listening to audio recordings and identifying the people speaking (their number, age, occupation, etc.);</li><li>- game - What happens when...? (e.g. thunder-it's going to rain, the doorbell rings-someone is coming; etc.)</li><li>- drawing the meaning of a message received;</li><li>- carrying out instructions heard.</li></ul> <p><b>1.5.</b></p> <ul style="list-style-type: none"><li>- formulating sentences according to images or from given words;</li><li>- expressing requests/complaints using sentences;</li></ul>
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		<ul style="list-style-type: none"> <li>- formulating questions in different communication situations;</li> <li>- self-characterisation with questions from the teacher;</li> <li>- recounting familiar stories with imagery;</li> <li>- changing the ending of a story;</li> <li>- narrating and commenting on cartoons or video games.</li> </ul>
<b>Evaluating outcomes:</b>		<ul style="list-style-type: none"> <li>- Nonverbal language tests including the use of alternative and augmentative communication methods (question/answer, statement analysis);</li> <li>- Systematic observation of student activity and behaviour;</li> </ul>

Topic 2 :	Verbal communication Mild	Verbal communication Moderate
<b>Learning outcomes (reference objectives)</b>	2.1 The student will be able to show interest in the speaker's messages 2.2 The learner will be able to construct dialogues for the purpose of requesting/offering information 2.3 The learner will be able to express opinions and feelings by participating in discussions on familiar topics 2.4 The learner will be able to use verbal acquisitions in different contexts	2.1. The student will be able to communicate in a civilised way 2.2 The student will be able to initiate and sustain a dialogue 2.3 The student will be able to participate in discussions on given topics, expressing opinions or requesting further information
<b>Content (learning content):</b>	<ul style="list-style-type: none"> <li>- The rules of civilized communication</li> <li>- Actions done during communication (asserting,</li> </ul>	<ul style="list-style-type: none"> <li>- Construction of oral messages appropriate to the context</li> </ul>



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	<p>asking, requesting, recommending, promising, congratulating, declaring, asking, answering, inviting, accepting, etc.)</p> <ul style="list-style-type: none"> <li>- Vocal intensity, intonation, tempo of speech</li> <li>-Mimic, body positions, eye contact</li> <li>- The nonverbal and paraverbal characteristics of a person</li> <li>- Conceiving and understanding the oral text: keywords, main ideas, general and detailed information;</li> <li>- Active listening during communication</li> <li>- Communicative attitudes: attention, empathy</li> <li>- Adequate expression of emotions</li> </ul>	<ul style="list-style-type: none"> <li>- Use of thematic vocabulary (family, school, professions, seasons, beings, plants, etc.)</li> <li>- Understanding the received message</li> <li>- Formulating answers to questions</li> <li>- Sounds and letters</li> <li>- The word</li> <li>- The sentence</li> <li>- The punctuation marks used at the end of the sentence (period, question mark or exclamation mark)</li> <li>- The dialogue</li> <li>- Rules of civilized communication</li> <li>- Storytelling based on images, based on an overheard text</li> <li>- Expressive communication exercises</li> </ul>
<p><b>Example activities:</b></p>	<p><b>2.1.</b></p> <ul style="list-style-type: none"> <li>- listening to and understanding different messages from the interlocutor;</li> <li>- listening to short stories;</li> <li>- selecting important information from an oral message;</li> <li>- extracting important information from different messages with or without intuitive support;</li> <li>- associating image-sentence;</li> <li>- arranging images of a story according to time;</li> <li>- continuing a story with a given beginning, with visual support;</li> <li>- changing the ending of a story based on images and questions;</li> </ul>	<p><b>2.1.</b></p> <ul style="list-style-type: none"> <li>- game of matching images to the rules of civilised communication;</li> <li>- use of address formulas according to the age and status of the interlocutor;</li> <li>- identifying and correcting uncivilised behaviour (after watching thematic films, listening to stories, etc.);</li> <li>- highlighting the consequences of civilised/ uncivilised behaviour;</li> <li>- role-playing, dramatisations.</li> </ul> <p><b>2.2.</b></p> <ul style="list-style-type: none"> <li>- exercises in correct intonation;</li> </ul>

	<ul style="list-style-type: none"> <li>- storytelling based on images and questions;</li> <li>- interpreting characters from known texts;</li> <li>- Acting out characters using mimicry and gestures;</li> <li>- communication in given contexts (At the library, At the doctor's, At the shop, etc.);</li> <li>- recounting everyday events using questions;</li> <li>- recognising characters from stories heard;</li> <li>- didactic game - "cordless telephone" to detect distortions in the transmission and reception oral message;</li> <li>- memorising and reciting short poems.</li> </ul> <p><b>2.2.</b></p> <ul style="list-style-type: none"> <li>- identification of the characters taking part in the action;</li> <li>- recognising the line of dialogue as a sign of the introduction of a character into communication;</li> <li>- ordering the sentences of a text in chronological order;</li> <li>- recognising correct/correct sentences from given texts;</li> <li>- recounting everyday events using questions;</li> <li>- Use of dialogue in different situations by using address formulas;</li> <li>- dramatizing some stories;</li> <li>- clarifying a message (What did you say? / Say it again!);</li> <li>- asking for further explanations (What does it mean...?, Why do you think?);</li> <li>- role-playing using dialogue on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>- exercises in the use of polite and presentational phrases;</li> <li>- using effective communication rules: listening to the interlocutor without interrupting, taking turns to speak;</li> <li>- exercises in providing information about one's own identity and the identity of the family members;</li> <li>- exercises giving information about the shape and usefulness of objects;</li> <li>- exercises in formulating questions and answers;</li> <li>- expressing one's own opinion on the subject of the dialogue;</li> <li>- illustrating the rules of communication in a dialogue with drawings;</li> <li>- role-playing.</li> </ul> <p><b>2.3.</b></p> <ul style="list-style-type: none"> <li>- freely expressing one's own opinions and arguing them logically;</li> <li>- respecting the opinions of others;</li> <li>- showing an interest in the subject of the discussion;</li> <li>- game - What is the name of...? (a family member, a classmate, a particular teacher);</li> <li>- adapting the tone, intonation and rhythm of speech to the context of the conversation;</li> <li>- asking questions to obtain certain information;</li> <li>- politely asking for further explanations on a topic of interest;</li> <li>- formulating answers appropriate to the topic of</li> </ul>
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	<p><b>2.3.</b></p> <ul style="list-style-type: none"> <li>- knowledge games ;</li> <li>- identification of similarities and differences in the class group;</li> <li>- presentation games using verbal, plastic, musical and graphic expression;</li> <li>- identification of important elements in a short text;</li> <li>- detecting the moods, emotions and feelings of the communicator;</li> <li>- expressing one's own states, emotions and feelings;</li> <li>- associating concrete situations with actions presented in images;</li> <li>- identifying the emotional states of the characters in the images;</li> <li>- role-playing - expressing emotions in given situations (at exams, in the park, in physical education/mathematics class...);</li> <li>- physical characterisation of characters in a text;</li> <li>- expressing how a text is understood through a drawing;</li> </ul> <p><b>2.4.</b></p> <ul style="list-style-type: none"> <li>- Identify the letters learned in given words and sentences;</li> <li>- using appropriate time markers (yesterday, today, tomorrow);</li> <li>- language games;</li> <li>- game-Spell words beginning/ending with the letter...;</li> <li>- game-Name the object and say what it is used for;</li> <li>- completing picture puzzles;</li> </ul>	<p>conversation;</p> <ul style="list-style-type: none"> <li>- group dialogue on topics suggested by the teacher;</li> <li>- didactic games and dramatisations.</li> </ul>
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	- listening to and discussing therapeutic stories.	
<b>Evaluating outcomes:</b>	<ul style="list-style-type: none"> <li>--Systematic observation of student activity and behaviour;</li> <li>- Questionnaires, evaluation tests, self-evaluation;</li> <li>- Completion of quizzes, evaluation sheets;</li> <li>-- Oral language assessment tests (question/answer, statement analysis);</li> <li>-- Oral language tests (question/answer, statement analysis);</li> </ul>	<ul style="list-style-type: none"> <li>-Systematic observation of student activity and behaviour;</li> <li>- Verbal, non-verbal evidence from intelligence tests (notions, concepts, level of operation with empirical notions)</li> <li>- Questionnaires, evaluation tests, self-assessment;</li> <li>- Completion of quizzes, evaluation sheets;</li> <li>- Oral language assessment tests (question/answer, statement analysis);</li> <li>- Instrumental tests (completion of sentence gaps);</li> </ul>

<b>Topic 3:</b>	<b>Lecture</b>	<b>Reading</b>
	<b>Mild</b>	<b>Moderate</b>
<b>Learning outcomes (reference objectives)</b>	<ul style="list-style-type: none"> <li>3.1 The student will be able to read words, sentences, short texts, etc. at his/her own pace, correctly and consciously.</li> <li>3.2 The student will be able to identify important information in literary and non-literary texts</li> </ul>	<ul style="list-style-type: none"> <li>3.1 The student will be able to tell a story based on pictures, using his own words</li> <li>3.2 The student will be able to read words and sentences, including using alternative and augmentative communication methods</li> <li>3.3 The student will be able to understand the meaning of written messages, including through alternative and augmentative communication methods</li> </ul>
<b>Content (learning content):</b>	<ul style="list-style-type: none"> <li>- Texts with different degrees of difficulty</li> <li>- Keywords</li> <li>- Main ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Book: cover, page, text, illustrations, page orientation</li> <li>- Sound and letter association</li> </ul>



	<ul style="list-style-type: none"> <li>- The simple plan of ideas</li> <li>-Text message</li> <li>-Sharing reading impressions</li> <li>- Interests and attitudes towards reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Words and sentences</li> <li>-Short text consisting of two or three sentences</li> <li>- Reading with/without picture support</li> </ul>
<p><b>Example activities:</b></p>	<p><b>3.1.</b></p> <ul style="list-style-type: none"> <li>- correct reading of words;</li> <li>- expressive reading (according to the model);</li> <li>- selective reading of some words and sentences (Read the first word!, Read the last sentence of the text, etc.);</li> <li>- coherent and expressive reading, at one's own pace, of a short text;</li> <li>- reading on roles;</li> <li>- logical ordering of some sentences and reading the formed text (3-4 sentences) with or without image support;</li> <li>- reading words, columns of words, simple and developed sentences, short texts;</li> <li>- discussions on various age-specific topics and degree of deficiency.</li> </ul> <p><b>3.2.</b></p> <ul style="list-style-type: none"> <li>- the teacher's explanation of new words from a text;</li> <li>- the use of new words in different contexts;</li> <li>- formulating the answers to the questions based on the information in the text and the accompanying images;</li> <li>- narrating a fragment of the text (with helping questions);</li> <li>- identifying the characters in the texts;</li> </ul>	<p><b>3.1.</b></p> <ul style="list-style-type: none"> <li>- reading game after pictures;</li> <li>- formulating answers to questions, based on the images from a previously heard story;</li> <li>- interpreting the content of messages received by various means with the author's own words;</li> <li>- logically ordering the images in a story;</li> <li>- chronological presentation of pictograms representing the moments of an imagined or experienced story;</li> <li>- play to change the meaning of a story by rearranging the images expressing its moments.</li> <li>- formulating questions relating to a story heard and supported by suggestive images;</li> <li>- Pair game - Ask and I'll answer!</li> <li>- expressing emotions experienced during the listening of a story;</li> </ul> <p><b>3.2.</b></p> <ul style="list-style-type: none"> <li>- handwriting and hand letter recognition;</li> <li>- associating sounds with the corresponding letters;</li> <li>- spatial-visual orientation game on the book page;</li> <li>- identifying words in a given sentence</li> </ul>

	<ul style="list-style-type: none"> <li>- selective reading;</li> <li>- identifying key words in the text;</li> <li>- extracting essential and detailed information from a read text;</li> <li>- creating a simple plan of ideas for the read text;</li> <li>- narrating a text with/without support.</li> <li>- training in simple dialogues of the "question - answer" type, to check if the text message was understood.</li> </ul>	<ul style="list-style-type: none"> <li>(underlining, colouring or cutting out words);</li> <li>- filling in missing letters in a word;</li> <li>- reading exercises in chains, in pairs, by pictures, in roles;</li> <li>- completing sentences with words suggested by the pictures.</li> </ul> <p><b>3.3.</b></p> <ul style="list-style-type: none"> <li>- recognising characters from familiar stories;</li> <li>- characterisation of a character based on his or her image;</li> <li>-describing a landscape or an object presented in the text;</li> <li>- unravelling riddles;</li> <li>-question-answer games based on the written text;</li> <li>- formulating main ideas using their own words or icons;</li> <li>-applying instructions after reading and understanding them;</li> <li>- preparing meals based on simple recipes (fruit salad, sandwiches, etc.);</li> <li>-verbalizing the actions taken at a given time;</li> <li>- description, with the help of prompts, of the illustrations accompanying the text;</li> <li>- drawing information from a written message;</li> <li>- exercises in understanding the emotional state of the characters in the story heard or read.</li> <li>-imitation of the emotional states identified in the text.</li> </ul>
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<b>Evaluating outcomes:</b>	<ul style="list-style-type: none"> <li>- Systematic observation of student activity and behaviour;</li> <li>- Oral tests</li> <li>- Tests to assess reading automation - Reading a text against the clock,</li> <li>- Reading comprehension tests - answers to literal and inferential questions</li> <li>- Self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Systematic observation of student activity and behaviour;</li> <li>- Oral tests;</li> <li>- Reading comprehension assessment tests-answers to questions;</li> <li>- Tests to assess reading comprehension - words, sentences, short texts.</li> </ul>
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Topic 4:	Redaction	Writing
	Mild	Moderate
<b>Learning outcomes (reference objectives)</b>	4.1 The student will be able to write a text with a topic of his choice 4.2 The student will be able to relate the written text to the purpose of the communication 4.3 The student will be able to write a simple text - on an everyday topic, including suggestive images	4.1. The student will be able to draw graphic elements and outline letters 4.2. The student will be able to apply basic spelling and punctuation rules 4.3. The student will be able to write words and sentences, including using alternative and augmentative methods of communication 4.4 The student will be able to write short texts in a variety of communicative contexts
<b>Content (learning content):</b>	<ul style="list-style-type: none"> <li>- Writing simple texts</li> <li>- Characterization of a character</li> <li>- The ticket with message</li> <li>- The announcement</li> <li>- Official request</li> <li>- Online message</li> </ul>	<ul style="list-style-type: none"> <li>-Oculo-motor coordination and fine motor skills</li> <li>- Orientation in page space</li> <li>- Writing letters</li> <li>- Writing words correctly</li> <li>- Spelling words into sentences</li> <li>- Usual punctuation</li> </ul>

	<ul style="list-style-type: none"> <li>-The story behind the images</li> <li>- Rules for correct pagination of the text</li> <li>- The simple plan of ideas</li> <li>- The parts of the text: introduction, content, conclusion;</li> <li>- Compliance with spelling and punctuation rules</li> </ul>	<ul style="list-style-type: none"> <li>-Messaging online</li> <li>- Postcards</li> <li>- Poster</li> <li>- Culinary recipe</li> <li>- Shopping list</li> </ul>
<p><b>Example activities:</b></p>	<p><b>4.1.</b></p> <ul style="list-style-type: none"> <li>- rendering essential information from a text in writing;</li> <li>- written characterisation of characters, capturing physical and moral traits;</li> <li>- writing a short text on a given topic with/without support;</li> <li>- rewriting texts according to given criteria;</li> <li>- producing a simple plan of ideas for writing a text;</li> <li>- writing a text with a given beginning/end, including dialogue;</li> <li>- narrating a text based on the idea plan;</li> <li>- completing a diary page.</li> </ul> <p><b>4.2.</b></p> <ul style="list-style-type: none"> <li>- matching the message of the written text to the situation and purpose of the communication;</li> <li>- writing messages on various topics using the telephone or computer;</li> <li>- writing a note to a friend, family member, etc;</li> <li>- writing an announcement about an event (school fair, show, picture exhibition, etc.)</li> <li>- filling in a model application form;</li> <li>- writing an e-mail, a message on the phone;</li> </ul>	<p><b>4.1</b></p> <ul style="list-style-type: none"> <li>- eye-motor coordination exercises;</li> <li>- orientation games on the notebook page (up/down, left/right);</li> <li>- modelling letters from plasticine, modelling paste, paper, wire;</li> <li>- tracing the outline of letters with fingers in sand, flour;</li> <li>- associating graphic elements with real objects;</li> <li>- writing graphic elements using different colours and media;</li> <li>- exercises in writing by outline on specially designed sheets;</li> <li>- writing exercises by joining dots forming a print letter</li> </ul> <p><b>4.2.</b></p> <ul style="list-style-type: none"> <li>- games of using capital letters (at the beginning of a sentence, names of people, animals, cities, countries, etc.);</li> <li>- exercises-games on how to write certain words correctly;</li> <li>- keeping the appropriate space between words;</li> <li>- identifying punctuation marks in sentences or</li> </ul>

	<p>- drafting letters according to templates.</p> <p><b>4.3.</b></p> <ul style="list-style-type: none"><li>-extracting tables, graphs, maps from different texts;</li><li>- making a team or individual presentation of imagined events;</li><li>-designing posters for different events;</li><li>- storytelling using figures of speech: enumeration, personification;</li><li>- writing messages about friendship, ecology, motivation, etc.);</li><li>- group games with given themes (My school, My friends, My country, My town, etc.).</li><li>- designing a Power Point presentation with four to five slides on given themes (Flowers, Pets, My Town, etc.)</li><li>- making a post on a social media page.</li></ul>	<p>short texts and highlighting them (by circling, colouring);</p> <ul style="list-style-type: none"><li>- proper use of full stops, question marks, exclamation marks, commas, dialogue lines;</li><li>- completion of punctuation marks missing from a short text (use of images with them);</li><li>- pair games to identify spelling or punctuation mistakes.</li></ul> <p><b>4.3.</b></p> <ul style="list-style-type: none"><li>- approaching a correct posture while writing and correcting it continuously;</li><li>- fine motor development games (Let's model!, We are great instrumentalists!, etc.);</li><li>- game exercises in the correct use of different writing instruments;</li><li>- tracing the outline of letters with different tools (finger, chalk, brush, pencil, crayon, crayon);</li><li>- writing letters by joining the dots forming their outline;</li><li>- writing exercises - copying / dictation;</li><li>- filling in missing letters in words;</li><li>- composing sentences using pictograms, thus demonstrating understanding of the message received;</li><li>- exercises in placing dates, headings, paragraphs on the page;</li><li>- crossword games, crosswords;</li><li>- filling in gaps in sentences.</li></ul>
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<p><b>Evaluating outcomes:</b></p>	<p>- Systematic observation of student activity and behaviour;</p>	<p>- Systematic observation of student activity and behaviour;</p>

	<ul style="list-style-type: none"> <li>- Written tests</li> <li>-- Writing assessment tests - text, words, numbers;</li> <li>- Usage of self-correction programmes</li> <li>- Computer-assisted assessment.</li> <li>- Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assessment tests - text, words, numbers;</li> <li>- Instrumental tests (completion of gap sentences);</li> <li>- Project</li> </ul>
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Topic 5:	Elements of communication construction	
	<b>Mild</b>	<b>Moderate</b>
	5.1 The student will be able to use syntax and morphology acquisitions specific to the national language. 5.2 The student will be able to respect the spelling and orthographic rules specific to the national language 5.3 The student will be able to analyse the correctness of his written expression	
<b>Content (learning content):</b>	<ul style="list-style-type: none"> <li>- Simple sentence. Expanded sentence</li> <li>- Sentences with a full stop, question mark or exclamation mark</li> <li>- The alphabet of the national language. Dictionary</li> <li>- Synonyms</li> <li>- Antonym</li> </ul>	
<b>Example activities:</b>	<b>5.1.</b> <ul style="list-style-type: none"> <li>- identification of letters in given words and sentences;</li> <li>-- sound-letter matching games;</li> <li>- completing the lacunar words with the missing letters;</li> <li>- respecting the free space between words;</li> </ul>	

- correct placement of written sentences on the page;
- ordering the letters to get meaningful words;
- completing the lacunar words with letters with or without pictorial support;
- separating words from a sentence;
- identifying the correct form of words;
- games on the use of given words in new sentences and their correct writing;
- completion of lacunar sentences with or without pictorial support;
- making up statements with given words or starting from certain images;
- the logical ordering of the words in the sentence;
- specification of words with similar meaning for the given words;
- replacing words with ones that have the opposite meaning;
- formulating questions and answers with intuitive support;
- delimitation of sentences from a short text;
- writing exercises - copying, transcription, dictation of words, sentences, short texts;
- writing words, sentences, short texts on the computer or phone.

## 5.2.

- writing in capital letters (names of people, countries, cities, etc.)
- correct writing of some words that have special rules;
- the correct use of punctuation marks: period,



	<p>comma, colon, line de dialogue, question mark, exclamation mark;</p> <ul style="list-style-type: none"> <li>- exercises for copying/transcribing/dictating sentences that have a period, question mark or exclamation mark at the end;</li> <li>- composing sentences that have a full stop, question mark or exclamation mark at the end, starting from images or given words;</li> <li>- selecting from a given text the sentences that end with a full stop, question mark or exclamation mark;</li> <li>- completing the appropriate punctuation marks in given statements or texts.</li> </ul> <p><b>5.3.</b></p> <ul style="list-style-type: none"> <li>- self-assessment of correct and neat writing;</li> <li>- rewriting the text in case of identifying multiple mistakes;</li> <li>- evaluation of sent/posted messages (SMS, Messenger, Facebook) in accordance with the norms of the national language;</li> <li>- correction of the sentences/text written by the bank colleague;</li> <li>- computer - assisted writing correction.</li> </ul>	
<p><b>Evaluating outcomes:</b></p>	<ul style="list-style-type: none"> <li>- Systematic observation of students' activity and behavior;</li> <li>- Oral and written tests</li> <li>- The project</li> <li>- Self-evaluation</li> </ul>	



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Angel Appeal*