

PRIMARY LANGUAGE ARTS SYLLABUS

CLASS THREE

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

Language is pivotal to the development of the individual. For, it is through language that individuals confront, assimilate and communicate experiences. Language also facilitates social and emotional adjustment, contributes to the development of self-esteem and establishes patterns of thinking. The ultimate aim of the Language Arts programme in the primary school is to develop students who are communicatively competent in Standard English, and who, eventually, as a result of this competence, are able to develop into critical and independent thinkers and learners.

Therefore, the development of language proficiency needs to be approached from a procedural perspective, where, instead of just knowing the elements of language, students are provided with myriad opportunities for experiencing language in order that they may use those elements meaningfully and realistically.

A balanced language programme should promote competence in each of the four language arts: listening, speaking, reading and writing, and it should be so structured that the students are able to benefit from the interrelationships that exist among these four processes.

Therefore, the development of language proficiency needs to be approached from a procedural perspective, where, instead of just knowing the elements of language, (declarative) students are provided with myriad opportunities for experiencing language in order that they may use those elements meaningfully and realistically.

In our Caribbean language context however, language skills are the foundation, not only of the development of proficiency in reading and writing, but also for personal social and intellectual growth. An effective language arts programme must, therefore, recognise the need for a strong focus on oral language and literacy development. In the oral language programme there must be opportunities for students to use language for building a bridge which allows for a smooth transition from oral proficiency in the native language, to full communicative competence in Standard English. Having constructed that bridge, the students become more proficient in oral communication using Standard English.

In the early years therefore, much emphasis will be placed on the oral aspect of language learning. This oral base will form the foundation for the development of effective literacy skills in the succeeding years. The literacy programme will be developed through wide and varied exposure to literature. The literature will provide opportunities for seeing the standard language in print and for getting formal practice in using it. In addition, the students will develop a love of language and of reading, while at the same time developing a sensitivity for and an appreciation of life.

More importantly, however, literature will be a major springboard for integration of all the language skills – listening, speaking, reading and writing.

GENERAL OBJECTIVES

1. To enable students to understand the spoken word and to develop the ability to express themselves effectively in a variety of speaking and listening activities.
2. To develop in students a sense of audience and purpose for the use of language as a means of communication
3. To develop in students the ability to read, understand and respond to all types of writing.
4. To develop information-retrieval strategies as part of students' study skills, including use of the Internet.
5. To assist students in constructing and conveying meaning in written language, matching style to audience and purpose.
6. To develop in students the ability to spell correctly, to redraft to improve the effectiveness of a piece of writing, to check final drafts for errors, to write fluently and legibly and to present work clearly appropriately and attractively.
7. To help students develop critical thinking skills which can be applied to all areas of learning.

FORMAT OF SYLLABUS

The Language Arts syllabus is organized according to the guidelines set out for all of the revised syllabuses. The areas are: Topic, Objectives (Skills, Knowledge, Attitude), Suggested Activities, Assessment and Suggested Resources. This format should enable teachers to be able to use the document with facility and immediate reference to the material that is relevant to each topic.

The activities, assessment and suggested resources should assist teachers who have limited experience to plan their lessons more constructively and to align objectives, activities and assessment procedures. This should provide for better teaching and more active learning. The activities are intended to be student-centred and student-directed for the most part. The teacher is in the classroom as a facilitator of the learning process and the manager of that classroom.

Wherever possible, technology is used to enhance teaching and learning and to be integrated into the subject matter of the lessons. Suitable internet sites and learning resource material are identified to assist teachers.

**PRIMARY LANGUAGE ARTS SYLLABUS FOR
CLASSES 1, 2, 3 AND 4
SCOPE AND SEQUENCE**

- Begin teaching skill/concept
- ✓ Maintain and develop skill/concept taught

TOPIC	CLASSES			
1. SPEAKING AND LISTENING	1	2	3	4
1.1 SPEAKING				
1.1.1 Oral communication	■	✓	✓	✓
1.1.2 Questions – details, sequencing	■	✓	✓	✓
1.1.3 Recounting experiences	■	✓	✓	✓
1.1.4 Reporting	■	✓	✓	✓
1.1.5 Role play	■	✓	✓	✓
1.1.6 Explanations	■	✓	✓	✓
1.1.7 Intonation, rate, vocabulary and expression	■	✓	✓	✓
1.1.8 Standard English rules and language appropriate to context	■	✓	✓	✓
2. LISTENING				
2.1 Attentive				
2.1.1 Directions and instructions	■	✓	✓	✓
2.1.2 Announcements and introductions	■	✓	✓	✓
2.1.3 Details, sequence and main idea	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
2.1.4 Reproductions and summaries	■	✓	✓	✓
2.2 Responsive/Analytical				
2.2.1 Interpretation, participation, discussion of issues	■	✓	✓	✓
2.2.2 Reasoning, responding, inferencing	■	✓	✓	✓
2.3 Appreciative				
2.3.1 Various types of texts	■	✓	✓	✓
2.3.2 Moods and emotions	■	✓	✓	✓
3.1 READING				
3.1 Word Attack				
3.1.1 Word power	■	✓	✓	✓
3.1.2 Basic sight words, context clues, word meaning	■	✓	✓	✓
3.1.3 Synonyms, antonyms, homophones, prefixes and suffixes	■	✓	✓	✓
3.1.4 Contractions, blends (three letters etc.) and silent letters	■	✓	✓	✓
3.1.5 Possessives, root words and syllabication	■	✓	✓	✓
3.1.6 Dictionary usage	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.2 Oral Reading	■	✓	✓	✓
3.2.1 Decoding of words	■	✓	✓	✓
3.2.2 Volume, pitch, enunciation, phrasing	■	✓	✓	✓
3.2.3 Standard English pronunciation	■	✓	✓	✓
3.2.4 Efficient eye movement	■	✓	✓	✓
3.2.5 Eye voice span	■	✓	✓	✓
3.2.6 Breath control, voice control, projection and good rhythm	■	✓	✓	✓
3.3 Silent Reading				
3.3.1 Elimination of vocalization			■	✓
3.3.2 Decoding of words	■	✓	✓	✓
3.3.3 Effective eye phrasing and fluency	■	✓	✓	✓
3.3.4 Coordination of reading rate with comprehension			■	✓
3.4 Comprehension/interpretation	■	✓	✓	✓
3.4.1 Oral and written directions	■	✓	✓	✓
3.4.2 Graphic information (diagrams, statistics, pictograms)	■	✓	✓	✓
3.4.4 Sequence of facts and events, main idea and anticipating outcomes	■	✓	✓	✓

TOPIC		CLASSES			
		1	2	3	4
3.4.5	Categorization	■	✓	✓	✓
3.4.6	Cause and effect relationships, making comparisons, inferences and drawing conclusions	■	✓	✓	✓
3.4.7	Different points of view	■	✓	✓	✓
3.4.8	Evaluations – emotional reactions, likes and dislikes, worth of character, use of language	■	✓	✓	✓
3.4.9	Story setting, plot and character traits	■	✓	✓	✓
3.4.10	Best summary of a selection, main and supporting details	■	✓	✓	✓
3.4.11	Moods/feelings, tones of text and author’s point of view			■	✓
3.4.12	Vocabulary – context clues, word meaning and technical terms	■	✓	✓	✓
3.5	Functional Reading				
3.5.1	Alphabetizing of words	■	✓	✓	✓
	1 st – 2 nd letters				
	3 rd letter	■	✓	✓	✓
	4 th letter	■	✓	✓	✓
3.5.2	Locating information using pictures, diagrams, graphs, tables, charts, maps, table of contents, index, glossary, dictionary, encyclopedia and computer	■	✓	✓	✓
3.6	Recreational Reading				
3.6.1	Pleasure, enjoyment	■	✓	✓	✓
3.6.2	Selection of material	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.7 ORGANISATIONAL				
3.7.1 Sequencing of facts	■	✓	✓	✓
3.7.2 Paragraph with one idea	■	✓	✓	✓
3.7.3 Topic sentences – pictures/paragraphs/stories		■	✓	✓
3.7.4 Classification of facts/events etc.		■	✓	✓
3.7.5 Main and supporting ideas		■	✓	✓
3.7.6 Paragraphs structure			■	✓
3.7.7 Transitional devices/words	■	✓	✓	✓
3.7.8 Outlines	■	✓	✓	✓
4.1 WRITING: PROCESS				
4.1.1 Brainstorming	■	✓	✓	✓
4.1.2 Logical Sequence	■	✓	✓	✓
4.1.3 Appropriate and relevant facts and details	■	✓	✓	✓
4.1.4 Self editing	■	✓	✓	✓
4.1.5 Peer editing	■	✓	✓	✓
4.1.6 Proof reading	■	✓	✓	✓
4.1.7 Revising	■	✓	✓	✓
4.1.8 Publishing	■	✓	✓	✓

TOPIC		CLASSES			
4.2	WRITING: COMMUNICATION				
4.2.1	Literal understanding of topic	■	✓	✓	✓
4.2.2	Appropriate and relevant facts and details	■	✓	✓	✓
4.2.3	Organization	■	✓	✓	✓
4.2.4	Narrative, descriptive, expository, argumentative	■	✓	✓	✓
4.2.5	Skits, plays, in Standard English	■	✓	✓	✓
4.2.6	Invitations, praise, requests, sympathy	■	✓	✓	✓
4.2.7	Directions in prose, home to school, making various things	■	✓	✓	✓
4.3	WRITING: CONVENTIONS				
4.3.1	Nouns	■	✓	✓	✓
4.3.2	Pronouns	■	✓	✓	✓
4.3.3	Pronouns				
4.3.4	Capital letters	■	✓	✓	✓
4.3.5	Punctuation – full stops, commas, quotation marks	■	✓	✓	✓
4.3.6	Complete sentences	■	✓	✓	✓
4.3.7	Adjectives and adverbs	■	✓	✓	✓
4.3.8	Link words	■	✓	✓	✓
4.3.9	Sentence structures – simple, compound, complex	■	✓	✓	✓
4.3.10	Negative forms	■	✓	✓	✓
4.3.11	Tenses – present, past, future	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
4.3.12 Accurate spelling	■	✓	✓	✓
4.3.13 Phonics	■	✓	✓	✓
4.3.14 Vocabulary	■	✓	✓	✓
4.3.15 Synonyms and antonyms	■	✓	✓	✓
4.3.16 Homonyms	■	✓	✓	✓
4.3.17 Plurals “s” and “es”	■	✓	✓	✓
4.4 Creative/Composition				
4.4.1 Language experience stories, description of persons, pets, places, animals, hobbies	■	✓	✓	✓
4.5 Expository Writing				
4.5.1 Class rules, news items, announcements, advertisements and reports	■	✓	✓	✓
4.5.2 Poetry – Bio poems, colour poems, limericks, post cards		■	✓	✓
4.5.3 Writing from different perspectives			■	✓
4.5.4 Letters-friendly, thanks and invitations	■	✓	✓	✓
4.5.5 Reply and excuse	■	✓	✓	✓
4.6 WRITING: PENMANSHIP AND PRESENTATION				
4.6.1 Regularity of size and shape of letters	■	✓	✓	✓
4.6.2 Regularity of spacing of letters and words	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
4.6.3 Heading work in prescribed manner	■	✓	✓	✓
4.6.4 Margins as required	■	✓	✓	✓
5. SPELLING				
5.1 Basic sight words and key words in other subject areas	■	✓	✓	✓
5.2 Words commonly misspelt / confused, homophones	■	✓	✓	✓
6. GRAMMAR				
6.1 Basic sentence with modifiers				
6.1.1 Subject and verb	■	✓	✓	✓
6.1.2 Subject verb complement	■	✓	✓	✓
6.1.3 Subject verb indirect object	■	✓	✓	✓
6.1.4 Subject and verb direct object		■	✓	✓
6.1.5 Subject verb object complement		■	✓	✓
6.2 Negative interrogative and imperative declarative		■	✓	✓
6.3 Expanding sentence using single adjective and adverb modifiers	■	✓	✓	✓
6.4 Conjunctions – coordinating, subordinating	■	✓	✓	✓
6.5 Pronouns – subject and object, relative	■	✓	✓	✓
6.6 Nouns – singular, plural, possessive forms	■	✓	✓	✓
6.7 Comparative and superlative forms of adverbs and adjectives	■	✓	✓	✓

LANGUAGE ARTS CURRICULUM

ATTAINMENT TARGETS - CLASS 4

SPEAKING AND LISTENING

Uses speaking and listening skills to communicate effectively

The pupil should be able to:

- Speak clearly and audibly
- Use language appropriate to context
- Present information clearly
- Speak fluently in recounting experiences
- Initiate discussion using sensory data
- Ask appropriate questions
- Paraphrase and summarize information shared orally by others
- Participate in choral speaking and recite poems, rhymes, songs and stories
- Discuss and orally present plans for solving problems
- Use increasingly complex sentence structures in oral communication
- Observe and use common courtesies with appropriate register and tone
- Develop and practise the use of eye contact between speaker and listener
- Use a variety of tones and stresses in expressing ideas orally
- Communicate situations in full sentences
- Simulate conversations/dialogue using standard English
- Contribute to group discussion

- ❑ Listen responsively and respectfully
- ❑ Respond appropriately to information given
- ❑ Follow oral directions with three or four steps
- ❑ Respond to the questions of others
- ❑ Pay attention to the speaker and respond appropriately
- ❑ Perform actions based on information given
- ❑ Respond using sensory data
- ❑ Respond to cues which signal when to begin a response
- ❑ Listen to build memory

READING: SKILLS AND STRATEGIES

Demonstrates proficiency in basic reading skills and strategies and continues to develop vocabulary and fluency in reading

The pupil should be able to:

- ❑ Use appropriate sight vocabulary to recognise words in isolation as well as in context
- ❑ Use a range of decoding systems, e.g. phonetic, syntactic and semantic, to determine pronunciation of words
- ❑ Determine the meaning of unknown words using context, glossaries, and dictionaries
- ❑ Read aloud (at his independent level)
- ❑ Self-correct when subsequent reading indicates an earlier miscue
- ❑ Use rhythm, pace and intonation associated with standard English

READING: LITERATURE

Reads extensively and in depth, from a diverse collection of texts and other materials to develop an awareness the connection between literature and life.

The pupil should be able to:

- Discuss the qualities of characters
- Identify with characters
- Develop simple characterization sketches
- Discuss situations which occur within the literature
- Summarize stories
- Transform stories read to connect to their own experiences
- Identify lessons learnt
- Select favourite authors and genres
- Give simple explanations of differences in genres
- Produce simple pieces of writing based on the literature read

READING: COMPREHENSION

Reads, comprehends, interprets, and evaluates a wide range of materials appropriate to the instructional level of the class.

The pupil should be able to:

- Recall details
- Relate what is read to prior knowledge and experience
- Identify salient and specific details
- Restate ideas in his own words
- Identify and state the main idea
- Distinguish between significant and minor details
- Explain how something is done
- Say why something happens
- Use cue words and context clues to understand text
- Make, confirm and revise predictions
- Summarize the text adequately and accurately
- Relate what is read to experiences in other media e.g. films, plays etc
- Define and sequence information needed to carry out a procedure
- Use vocabulary to assist in making inferences and drawing conclusions
- Organise information in order to understand the sequence of events
- Draw conclusions from information given
- Apply information read to another context

WRITING: PROCESS

Organises thoughts and information for writing; develops drafts, edits, and revises work as appropriate for audience and purpose.

The pupil should be able to:

- Brainstorm to generate ideas for writing
- Organise ideas for writing in a logical sequence
- Select appropriate and relevant facts and details
- Remain on topic
- Self edit his own writing
- Peer edit the writing of others
- Proof read for appropriate grammar, spelling and structure
- Revise drafts based on feedback to further develop writing

WRITING: COMMUNICATION

Uses writing to communicate for a variety of purposes and audiences

The pupil should be able to:

- ❑ Demonstrate literal understanding of the topic
- ❑ Develop appropriate facts and details based on the topic
- ❑ Organise content appropriately
- ❑ Maintain a focus
- ❑ Produce pieces of writing using the four modes of writing
- ❑ Communicate ideas for a specific purpose e.g. to describe, relate, inform etc
- ❑ Produce simple skits and plays using Standard English dialogue
- ❑ Include a beginning, middle and end
- ❑ Write appropriate letters e.g. invitation, praise, request, sympathy
- ❑ Produce simple directions in prose form e.g. from home to school, how to make a cake

WRITING: CONVENTIONS

Uses the conventions of English grammar appropriate to the purpose of writing and the audience for whom it is intended

The pupil should be able to:

- use nouns to name people, places and things
- replace proper nouns with appropriate subject and object pronouns
- capitalize all proper nouns and words at beginning of sentences
- use correct punctuation at the end of sentences
- use commas to separate items in a list
- use commas appropriately in greetings and closures of letters
- use commas appropriately in dates
- use question marks appropriately
- use complete sentences
- use simple adjectives and adverbs appropriately
- extend sentences by using adjectives and adverbs
- use simple link words to join sentences
- use at least three types of sentence structures
- use the negative form in simple and compound sentence structures
- use the three simple tenses
- use the present continuous tense
- correctly spell basic and other commonly used sight words

- ❑ use phonics and word structures to spell more difficult words
- ❑ use appropriate vocabulary
- ❑ use synonyms to replace words given
- ❑ use antonyms to represent opposite of words given
- ❑ use simple homonyms in context
- ❑ use "s" and "es" to form the plural

WRITING: PENMANSHIP AND PRESENTATION

Uses legible and acceptable handwriting and presents work neatly and within specified parameters

The pupil should be able to:

- accurately form and consistently size letters
- use a style of writing that is fluent and legible
- observe appropriate spacing between words
- head all work in a prescribed manner
- leave margins as required

PRIMARY LANGUAGE ARTS SYLLABUS – CLASS THREE

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	<ol style="list-style-type: none"> 1. Asks appropriate questions and respond to the questions of others, participating in either small or large groups 2. Uses appropriate grammar, word choice and pacing during formal oral presentations 3. Listens responsively and respectfully to others’ point of view 4. Uses language that is clear, audible, and appropriate for communicating to the intended audience 5. Uses appropriate language and gestures to engage the listener 6. Effectively delivers speeches from history based on student work or written text 7. Speaks fluently in recounting experiences and communicates situations using a variety of sentences structures 8. Makes judgments after listening to a variety of stimuli 9. Follows oral directions with four or five steps 	<p>Show and tell</p> <p>Simulations and role play Modelling by teacher</p> <p>Model debates</p> <p>Collect and share news-paper articles describing current events etc.</p> <p>Announcements Interview various persons around school</p> <p>Speaking on prepared topics</p> <p>Analysing newspaper articles found in more than one paper</p> <p>Modelling speaking that contains no pause fillers Listening to a statement and repeating</p> <p>Treasure hunts Game – Relaying information and carrying out instructions</p>	<ul style="list-style-type: none"> • Observation • Checklists • Peer • Debates • Speeches • Recitations • Presentations 	<ul style="list-style-type: none"> • Flash Cards • Tape and Video Recorder • Puppets • Chart • Computer & Software packages • Newspapers • Language Master • Trade books and Big books • Posters

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	<p>10. Initiates discussion using sensory data</p> <p>11. Asks appropriate questions to gain information and maintain or clarify understanding, and responds to the questions of others</p> <p>12. Paraphrases and summarizes information of a more detailed nature shared orally by others.</p> <p>13. Contribute to group discussion.</p> <p>14. Participates in choral speaking and recites poems, rhymes, songs and stories.</p> <p>15. Uses more complex sentence structures in oral communication.</p> <p>16. Discusses and orally presents plans for solving problems.</p>	<p>Advertisements (comparing ads with use of descriptive words and graphic illustrations)</p> <p>Advertisements to sell product</p> <p>Given a collection of related pictures, pupils record on tape a story based on pictures.</p> <p>Choral reading (reading of assigned parts)</p> <p>Making charts using names e.g. Johnny Brown (3 syllable/beats) Son and Mom (3 syllable/beats) Shine on me (3 syllable/beats) Bring me light (3 syllable/beats) Show my way (3 syllable/beats)</p> <p>Child relates story read as though he/she is a character</p>	<p>Observation</p> <p>Checklists</p> <p>Peer assessment</p> <p>Debates</p> <p>Speeches</p> <p>Recitations</p> <p>Presentations</p> <p>Anecdotal Records</p> <p>Conferencing</p>	<p>Flash Cards</p> <p>Tape and Video Recorder</p> <p>Puppets</p> <p>Charts</p> <p>Computer & Software packages</p> <p>Newspapers</p> <p>Language master</p> <p>Trade books and Big books</p> <p>Posters</p> <p>Advertisements</p> <p>Video and audio tapes</p> <p>Television</p> <p>Camcorders</p> <p>Resource persons</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>17. Observes and uses common courtesies with appropriate register and tone.</p> <p>18. Develops and practices the use of eye contact between speaker and listener.</p> <p>19. Pays attention to the speaker and responds appropriately.</p> <p>20. Uses a variety of tones and stresses in expressing ideas orally.</p> <p>21. Uses body language and gestures to communicate</p>	<p>Two children may work together to plan a play to demonstrate good manners. E.g. illustrate ways to disagree in conversation without being discourteous.</p> <p>Participating in situations which highlight the contrast in language structure between the dialect and Standard English</p> <p>Selection of visitors' committee that will greet guests to classroom and explain activities and otherwise act as host</p> <p>Role play – class announcer class debates/discussions</p> <p>Panel discussion on important current issues</p> <p>Skits and plays</p>		

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: SKILLS AND STRATEGIES	<ol style="list-style-type: none"> 1. Easily applies reading strategies such as context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying and summarizing 2. Dramatises interpretations of readings 3. Collaborates with others to build text interpretations 4. Reads longer and/or more difficult texts 5. Selects and reads books for recreation 	<p>Sample oral reading by good readers</p> <p>Taped Audio and/or Video reading</p> <p>Illustrated bookmark with “this part I like best”.</p> <p>Character traits - select trait in particular character and see how character has revealed it.</p> <p>Book review</p> <p>Character visit - imaginary visit from a story character to encourage questions such as: How would the character act? What could we do to make him/her feel comfortable. Would our society seem strange etc.</p> <p>Combine the characters. Imagine what would happen if several characters from different stories got together. Describe the meeting</p>	<p>Cloze test</p> <p>Checklists</p> <p>Informal reading inventory (grade word list, oral reading passage)</p> <p>Miscue analysis</p> <p>Written exercises</p>	<p>Text books</p> <p>Computer</p> <p>Dictionary</p> <p>Newspapers</p> <p>Magazines</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>6. Demonstrates proficiency in reading skills and strategies across the curriculum and continues to develop vocabulary</p> <p>7. Reads aloud at independent level</p> <p>8. Uses reading for functional purposes</p>	<p>The Climax – find climax of story and list the ways the author built it.</p> <p>Change the description Select a descriptive paragraph and rewrite it using synonyms/antonyms for the descriptive words and phrases.</p> <p>Sample oral reading by good readers</p> <p>Taped Audio and/or Video reading</p> <p>Use of selected passages to identify and use words appropriate to class level</p> <p>Use of selected written exercises that teach and reinforce words appropriate to class level</p> <p>Records of group oral readings</p>	<p>Cloze exercises</p> <p>Written exercises</p>	<p>Text books</p> <p>Audio tape recorder</p> <p>VCR</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING LITERATURE	<ol style="list-style-type: none"> 1. Reads fiction extensively, including self-selected and teacher selected traditional and contemporary literature from a variety of cultures 2. Reads nonfiction extensively, including books, newspapers, magazines, textbooks and visual media across the curriculum 3. Reads books in depth or book equivalents, such as essays, stories, groups of poems, articles or magazines about one issue or subject, or several books by a single writer) 4. Produces more complex pieces of writing based on the literature read 	<p>Character conversations assume notes of fictional characters and carry on conversations with each other</p> <p>File box reviews: Small file box divided into genres such as mystery, biography, animal stories, etc. after book is finished, 3"x5" card area with its title, author and some sentences describing story (enough to arouse interest but not enough to spoil story for prospective reader) and a brief evaluation</p> <p>Draw venn diagrams to compare book characters</p> <p>Add a chapter (having read, students write an additional chapter that involves main character in a new episode).</p>	<p>Book talk presentations</p> <p>Checklists</p> <p>Observation</p> <p>Peer reviews</p> <p>Retelling of stories in proper sequence</p> <p>Oral/written exercises after reading</p>	<p>Tape Recorder</p> <p>Audio tapes</p> <p>Language Master</p> <p>Puppets</p> <p>Text Books</p> <p>Trade Books</p> <p>Resource Person</p> <p>Magazines</p> <p>Story Logs</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
COMPREHENSION	<ol style="list-style-type: none"> 1. Responds to fiction, including poetry, novels and drama, using critical interpretive and evaluative process 2. Selects favourite authors and genres 3. Analyses how structure, for example, a play or first-person narrative, contributes to the understanding of text. 4. Compares and contrasts ways characters solve problems 5. Discusses recurring themes across works in print and media 6. Makes inferences and draws conclusions about contexts, events, characters and settings 7. Supports plausible interpretations with evidence from the text 	<p>Storyboards/Storymaps showing the setting, characters and main events, with captions explaining the drawing. Allow pupils to retell stories</p> <p>Allow pupils to retell stories</p> <p>Book reports or reviews in which students analyse rather than just retell stories</p> <p>Oral/Written presentations on selected topics level</p> <p>Identifying main ideas in passages read or information presented orally</p> <p>Fact/inference - students select newspaper articles about people. Differentiate between factual statements and inferential ones</p> <p>Storyboards/Storymaps showing the setting, characters and main events, with captions explaining the drawing</p>	<p>Assessment of students</p> <p>Story maps</p> <p>Peer assessment of students' oral presentations</p> <p>Assessment of webs and harts created by students</p> <p>Assessment of all oral/written presentations</p>	<p>Charts</p> <p>Checklists</p> <p>Pictures</p> <p>Tape Recorder</p> <p>Textbooks</p> <p>Television</p> <p>Video</p> <p>Trade Books</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
COMPREHENSION	<p>8. Reads nonfiction texts and informational materials to develop understanding and expertise</p> <p>9. Main ideas: After book or passage has been read everyone describes the main idea. All comments are listed and validity of each discussed until a consensus is reached.</p> <p>10. More details: students supply details on an event, drawing on previous knowledge of character and plot development</p> <p>11. Makes connections to related topics or real-world situations</p> <p>12. Headlines: Writing headlines about book, passage, poem etc. read to capture essence of events in a few words.</p> <p>13. List the details: Listing details given about character, settings, etc</p> <p>14. Photographing the story. Imagine they are photographers assigned to take 3 or 4 pictures of key points in a particular story. Have them write descriptions of the pictures they would take.</p>	<p>Lost and found – write lost and found advertisements for an object in a story</p> <p>Book reports or reviews in which students analyse rather than just retell stories</p> <p>Oral/Written presentations on selected topics</p> <p>Storyboards/Storymaps showing the setting</p> <p>Oral/Written presentations on selected topics level</p>	<p>Assessment of students</p> <p>Storymaps</p> <p>Peer assessment of students’ oral presentation</p> <p>Assessment of webs and charts created by students</p> <p>Assessment of all oral/written presentations</p>	<p>Charts</p> <p>Checklists</p> <p>Pictures</p> <p>Tape Recorder</p> <p>Textbooks</p> <p>Television</p> <p>Video</p> <p>Trade Books</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING PROCESS	<ol style="list-style-type: none"> 1. Prepare collection of material to spark children's ideas e.g. comic cartoons, photo-graphs, newspaper stories 2. Manipulating and rearranging words and phrases to stimulate imagination 3. Collection of particularly good similes, metaphors and books or images in booklets to use during revision. 4. Proof read their own writing or the writing of others, using dictionaries and other resources. 5. Prepared scripts containing simple sentences with verbs or verb phrases underlined. Finding of more colourful words to substitute underlined portion. E.g. He <u>bit</u> into the apple. Prepare bulletin board on editing. 6. Peer edits 7. Keeping in mind, abilities of class, prepare list of their needs in order of importance for bulletin board. Through class discussion, encourage children to establish realistic criteria. Contract with each child for improvement and of a weakness. Proof reads for appropriate grammar, spelling and structure 8. Revises drafts based on feedback to further develop writing 	<p>Field trips to stimulate thoughts and ideas</p> <p>Pupils use checklists and language guides to proof read work</p> <p>Writing of final drafts using suggestions given during conferences</p> <p>Paragraph contains errors in spelling, capitalisation and ob punctuation for pupils to proof read and correct. Poorly organized paragraphs to be reorganised in correct order</p>	<p>Self assessment</p> <p>Peer assessment</p> <p>Presentations</p> <p>Checklists</p> <p>Assessment of finished product</p>	<p>Tape Recorder</p> <p>Journals</p> <p>Magazines</p> <p>Newspaper</p> <p>Sequential maps</p> <p>Rubrics</p> <p>Checklists</p> <p>Resource Persons</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING COMMUNICATION	<ol style="list-style-type: none"> 1. Write to inform the reader e.g. creating reports or narrative procedures 2. Provide an analysis of the subject 3. Provide information from a variety of sources to develop the subject in some depth 4. Provide some inferences or evaluation of the information 5. Include visuals or graphs as appropriate to support the text 6. Include visuals or graphs as appropriate to support the text 7. Write to persuade, e.g. create point-of-view pieces or responses to literary works 8. Promote a thoughtful judgement that is interpretative, analytical, evaluative, or reflective 	<p>Use of pictures and other stimulus material relating to children’s background experiences for oral and written responses</p> <p>Use of organizational charts</p> <p>Imported tasks – Pupils trace journey of imported object</p> <p>Imported Tales – pupils take journey of an imported object</p>	<p>Oral and written reports on tours/trips</p> <p>Discussions and debates</p> <p>Skits and dialogues composes my children</p>	<p>Picture books</p> <p>Resource Persons</p> <p>Text books</p> <p>Educational tours</p> <p>Sample stories and autobiographic</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING COMMUNICATION	<p>9. Supports the judgment through multiple references to text, other works, works from other authors, non-print media, or personal knowledge</p> <p>10. Demonstrate increasing understanding of the literary work</p> <p>11. Writes for self-expression or to entertain by creating poems, fictional narratives, and autobiographical accounts</p> <p>12. Uses literary elements such as establishing a situation, plot, point o view, setting, conflict and characters with increasing facility and detail</p> <p>13. Uses dialogue with increasing skill</p> <p>14. Uses a variety of literary techniques, such as suspense, dialogue, episodes and flash back. Use literary elements, such as creating a situation, plot, point of view, setting, conflict and characters, with increasing facility and detail</p> <p>15. Writes to tell a story (fictional or autobiographical)</p> <p>16 Explore ideas and/or observations</p>	<p>Use of pictures and other stimulus materials related to children’s background experiences for oral and written responses</p> <p>Use of organizational charts</p> <p>Brainstorming, then categorizing ideas</p> <p>Create posters to communicate specific information</p> <p>Write stories that are tightly organized with identifiable beginning, middle and end</p> <p>Writing of e-mail material to electronic pals, items to newspapers etc.</p>	<p>Oral and written reports on tours/trips</p> <p>Discussions and debates</p> <p>Skits and dialogues composes my children</p> <p>Journals</p> <p>Dairies</p> <p>Observation</p> <p>Checklists</p> <p>Portfolios</p> <p>Peer critique</p> <p>Assessment of students written work</p>	<p>Picture books</p> <p>Resource Persons</p> <p>Text books</p> <p>Educational tours</p> <p>Sample stories and autobiographies</p> <p>Encyclopedia</p> <p>Use internet</p> <p>Text books</p> <p>Book Logs</p> <p>Journals</p> <p>Newspaper</p> <p>Magazines</p> <p>Periodicals</p> <p>Computer with e-mail access</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING COMMUNICATION	<p>17. Maintains a consistent focus</p> <p>18. Orient the reader and use relevant and well chosen detail to elaborate on ideas</p> <p>19. Exhibits clear thinking</p> <p>20. Analyses ideas by looking at them from more than one angle and/or moving through successively deeper layers of meaning</p> <p>21. Writes to persuade the reader, e.g. creating point-of-view pieces or responses to literary works</p> <p>22. Provides supporting evidence through a variety of strategies, such as reference to a text or personal knowledge</p> <p>20. Anticipates the reader's concern or counter arguments</p>	<p>Brainstorming, then categorizing ideas</p> <p>Create posters to communicate specific information</p> <p>Write stories, skits and plays after reading stories or about everyday experiences</p> <p>Write stories that are tightly organised with identifiable beginning, middle and end.</p> <p>Writing of e-mail material to electronic pals, items to newspaper etc.</p>	<p>Journals</p> <p>Diaries</p> <p>Observation</p> <p>Checklists</p> <p>Portfolios</p> <p>Peer critique</p> <p>Assessment of students written work</p>	<p>Encyclopedia</p> <p>Use internet</p> <p>Text books</p> <p>Book Logs</p> <p>Journals</p> <p>Newspaper</p> <p>Magazines</p> <p>Periodicals</p> <p>Computer with e-mail access</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES								
WRITING CONVENTIONS	<ol style="list-style-type: none"> 1. Manages the conventions of written language so that they aid rather than interfere with reading 2. Uses a variety of sentence structures to make their writing effective and interesting 3. Uses paragraph development, placement of text and text structure to hold the reader's attention and to facilitate understanding 4. Uses conventional spelling by referring to dictionary or other resources when necessary for less common or troublesome words 5. Uses peer editing, reading and listening to each other's work to suggest ways to make improvement 6. Uses correct punctuation at the end of sentences 7. Uses commas correctly in greetings and dates and words in a series 	<p>Real versus fanciful language – keeping an ongoing chart of real and fanciful language (use of pictures to add interest)</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Real</u></td> <td style="text-align: center;"><u>Fanciful</u></td> </tr> <tr> <td style="text-align: center;">Boy</td> <td style="text-align: center;">Elf</td> </tr> <tr> <td style="text-align: center;">Horse</td> <td style="text-align: center;">Unicorn</td> </tr> <tr> <td style="text-align: center;">Girl</td> <td style="text-align: center;">Fairy</td> </tr> </table>	<u>Real</u>	<u>Fanciful</u>	Boy	Elf	Horse	Unicorn	Girl	Fairy		
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Boy	Elf											
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TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	<p>8. Uses complete sentences</p> <p>9. Extends sentences using adjectives and adverbs</p> <p>10. Uses simple tenses</p> <p>11. Uses the present continuous tense</p> <p>12. Uses manuscript or cursive writing appropriately</p> <p>13. Leaves margins as required</p> <p>14. Writes neatly and legibly using correct style, spacing and slant</p> <p>15. Identifies nouns as words that name people, places and things</p> <p>16. Uses connecting words to link simple sentences</p> <p>17. Uses a variety of sentences structures (Subject – Verb – Object, etc.)</p> <p>18. Uses adjective and adverbs appropriately</p> <p>19. Uses the negative forms correctly</p>	<p>Exercises involving the use of synonyms</p> <p>Exercises involving the use of end punctuation</p> <p>Scenarios and role play involving everyday activities</p> <p>Exercises involving the use of question marks</p> <p>Oral and written exercises involving the formation of plurals</p> <p>Dictation exercise</p> <p>Exercises involving the use of cue cards</p> <p>Matching game</p> <p>Games: e.g. More than one stand up when plural “es” is added and called.</p>	<p>Oral and written exercises</p> <p>Journals</p> <p>Reports</p> <p>Portfolios</p> <p>Assessment of students written work</p> <p>Dictation exercise</p>	<p>Text books</p> <p>Reference Book</p> <p>Board Games</p> <p>Computer</p> <p>Interactive games</p> <p>Stories</p> <p>Tape recorder</p> <p>Newspaper</p> <p>Magazine</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>20. Uses question marks appropriately</p> <p>21. Correctly spells words identified by teacher</p> <p>22. Uses phonics to spell more difficult words</p> <p>23. Uses “es” to form plural of certain words</p> <p>24. Continues to use resources (e.g. dictionary, thesaurus, etc) to confirm spelling</p> <p>25. Uses words form their oral vocabulary, personal word list and class list</p> <p>26. Uses synonyms to replace words given</p> <p>27. Recognises <u>cue words</u> and understands their function</p> <p>28. Uses paragraphs to organize information and ideas</p>	<p>Exercises involving the use of question marks</p> <p>Matching Game</p> <p>Dictation exercise</p> <p>Game e.g. More than one of <u>cue words</u> Stand up when plural Where “es” is added is called</p>	<p>Assessment of students written work</p> <p>Dictation exercise</p>	<p>Text books</p> <p>Newspaper</p> <p>Magazines</p> <p>Interactive games</p> <p>Stories</p> <p>Tape recorder</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING PENMANSHIP AND PRESENTATION	<ol style="list-style-type: none"> 1. Accurately forms and consistently size letters 2. Writes legibly using cursive writing 3. Observes appropriate spacing between words 4. Heads al work in a prescribed manner 5. Leaves margins as required 	<p>Practice exercises to develop correct formation of letters and numbers</p> <p>Pupils transfer skills modeled in writing activities</p> <p>Modelling of good penmanship by teacher/student</p> <p>Practice exercises involving correct spacing of words</p> <p>Demonstration of correct preparation and presentation of work pages</p> <p>Provide examples of correct page layout to guide students</p>	<p>Assessment of written exercises</p> <p>Peer/Teacher Conferences to discuss writing</p>	<p>Charts</p> <p>Writing Charts</p> <p>Writing Samples</p> <p>Writing Boards</p> <p>Appropriate Writing Implements</p>

SELECTED RESOURCES RELATED TO EDUCATION

- AskEric askeric@ericir.syr.edu
- Classroom Connect <http://www.classroom.net>
- Cyberkids (magazine) <http://www.mtlake.com/cyberkids>
- Gifted and Talented Homepage <http://www.eskimo.com/~user/kids.html>
- Internet in the Classroom <http://www.schnet.edu.au>
- www.ascd.org
- edutech2000.gov.bb
- www.learing27.7.com
- www.tomsnyder.com - Great Teaching with Technology
- Only The Best – ASCD Publication of best software choices
- <http://cela.albany.edu>
- <http://longman.awl.com/englishpages/>
- www.inspiration.com
- www.readingonline.org
- www.ncte.org