Organisation of Eastern Caribbean States

Education Reform Unit

Eastern Caribbean Education Reform Project (ECERP)

Curriculum Harmonization

Primary School Language Arts

Grades – Three and Four (3-4)

Organisation of Eastern Caribbean States

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Curriculum Harmonization

CURRICULUM FOR

GRADE III   (AGE 6 – 7)

GRADE IV   (AGE 7 – 8)

Revised 2005

Preface

The development of learning outcomes for the core curriculum in OECS primary schools is an essential part of the harmonization of OECS educational systems. The curriculum harmonization process commenced five years ago with discussions between the OECS Education Reform Unit (OERU) and educational personnel in all member countries (See *Eastern Caribbean Education Reform Project: initiative on curriculum and remediation –design Mission report, February 1998*). Subsequent to the preparation of the report, curriculum officers, teacher educators and evaluation officers in a sub-regional workshop in Antigua and Barbuda developed basic principles for language arts in the primary school. All language arts curricula from member countries were examined during the workshop. *The Report of proceedings: sub-regional curriculum and remedial planning workshop* held on October 25 – 30, 1998 presents a full account of the decisions taken at the workshop.

During the three years following the Antigua workshop a core team of curriculum officers and teacher educators, together with groups of teachers and principals from most member countries contributed to the development of the first draft of the outcomes document. Since then the draft has been piloted in different countries and teachers as well as curriculum officers have had an opportunity to provide constructive feedback and suggestions for refinement. Teachers and principals particularly requested that the working team of curriculum officers and teacher educators should produce a Teachers' Guide to assist teachers in working with the outcomes. Such a Guide has been developed and accompanies these outcomes. The purpose of using these learning outcomes is to ensure that all children in OECS primary schools attain an acceptable level of knowledge and skills, and develop those attitudes associated with language arts. Each member country retains the right and responsibility for integrating these outcomes into the national language arts curriculum. As usual, teachers will continue to use their initiative and resourcefulness in the implementation of the language arts programme.

The OERU is extremely grateful for the contribution made by all persons and institutions that have been involved in this developmental exercise. First, OERU expresses thanks to the Canadian International Development Agency (CIDA) for the interest shown and the funding provided for the reform programme. The Ministries and Departments of Education have contributed resource personnel, accommodation, refreshment, ground transportation, and some materials for workshops. Most important, however, have been the high level of cooperation and commitment to the reform effort displayed by both the administrative and professional arms of Ministries of Education.

The following language arts professionals have made a significant contribution over the three-and-a-half year period.

Mrs. Ellentia Harrigan; Mrs. Rosena Brooks; Mrs Yolande Richardson   Anguilla

Ms. Serena Henry; Ms. Paula Francis-Spencer; Ms. Jessie Kentish;   Antigua and Barbuda
Ms. Ekua Richards

Dr. Quincy Lettsome; Ms. Linden Smith; Mrs. Prudence Mathavious   British Virgin Islands

The OERU hopes that principals and teachers will continue to play their roles in making the outcomes come to life in classrooms throughout the OECS. The commitment and effort will surely contribute to the enhancement of knowledge, skills and the development of positive attitudes towards language in our children.

Henry Hinds
Curriculum Specialist
June 2005

Learning outcomes for the Language Arts - Grades K - VI

I.   Overview

Suggestions for overall goals of the Language Arts curriculum were generated and learner profiles were delineated at the OECS /OERU *Sub-regional Curriculum and Remediation Planning Workshop* which was held in Antigua from November 25 - 30, 1998. These suggestions were subsequently incorporated in the published report on the workshop, pages 43 - 44 and 47 - 49. The statements have been incorporated into the *Introduction* to the learning outcomes for English, the language that is used for academic or school purposes in the OECS. While a general comment has been made with respect to the need for "taking the native language of the learner into account," the curriculum does not address the issue of language policy, as this is a determination to be made by individual states based on the particular sociolinguistic situations that exist within their boundaries. Nevertheless, the curriculum promotes an integrated approach in which students are exposed to a rich literature-based reading programme and which encourages them to express their responses to what the hear and read orally, in writing, drawing and other appropriate forms. Such an approach can be used in different contexts such as those listed below.

1. *Where the native language of the child differs from the language used for instruction and communication in the school* - the suggested activities and recommendations for approaches to be used by the teacher in the learning outcomes document and the *Teacher's Guide* will promote healthy attitudes towards language in general. Specifically, the recommendations for acceptance of the child's home language, for the ways in which a nurturing and non-threatening environment in which the child is motivated to use language in different contexts can be fostered, will be beneficial to the child. In addition to the guidelines for instruction in a monolingual English environment, the curriculum makes some suggestions for approaches that may be used with Creole-Influenced-Vernacular speakers so as to help them make the transition to school life and to become fully functioning bilingual and bi-literate students. Guidelines regarding the ways in which this might be achieved are presented in the *Teacher's Guide*, the manual that accompanies this document.

2. *Where a situation requires the implementation of second language / second dialect approaches* - the activities set out in the curriculum document can be appropriately tailored and used.

3. *Where individual states may opt for an educational language policy that includes the use of a Creole or Creole-Influenced-Vernacular (CIV) in some form* - the principles underlying the activities and tasks - applied within the context of the Creole / CIV instruction and English language as mother tongue instruction - can be articulated to create a rich and interesting language learning experience for the students. As noted earlier, the curriculum emphasises a rich literature based programme that will encourage learners to read, speak intelligently about what they read, and develop critical thinking skills.

The curriculum includes all the learning outcomes that were generated by individual states for each level as well as additional outcomes, teaching activities and suggested strategies that were omitted in original submissions. One of the agreed-upon tasks was the inclusion of suggestions for learner activities and for teaching all the domains in each grade level. However, these were constructed for the relevant grades in cases where they were omitted from the original documents.

The document contains the following sections:

- an introduction which outlines (a) the general aims of the curriculum (b) profiles of a competent language learner and effective teacher of language arts (c) characteristics of the learning environment for the language arts and (d) goals of the curriculum

- content standards and attainment targets for the language arts for the relevant grade

- general instructional guides for the relevant grade

- the learning outcomes for each of the relevant domains (listening/speaking, reading, writing, the conventions of oral and written language: grammar, spelling and mechanics) for each grade level. The outcomes are set out in schematic form for each grade level, with the *general Domains and strands* set out in the leftmost column; the specific learning outcomes which reflect the *knowledge, skills and attitudes* students are expected to develop in the second column; a sample of suggested activities for students in the third column and some suggested resources in the fourth and last column

- general suggestions for orienting CIV speakers to school life and to help them function in the classroom as well as guidelines for an approach to facilitate these learners are presented in the *Teacher's Guide*, the companion manual to this document

- general guidelines for evaluation and assessment are presented at the end of sections for each grade level.

- a comprehensive chart of standards and attainment targets for each domain for all grades is presented for ease of reference in the *Teacher's Guide*

- a glossary of terms used in each document is included as an attachment to each and a full glossary of all the terms used in the learning outcomes as well as in the *Teacher's Guide* is included as an appendix to the Guide.

The *Teacher's Guide* includes general instructional guidelines for each grade, notes on concepts introduced in the curriculum, explanations and additional suggestions for teaching activities and strategies as well as a list of resource texts for teachers and a list of selected literature titles for children.   The content standards are comparable with those accepted for English language instruction internationally and achievement of the attainment targets and standards at the specific grades will allow for transferability to parallel grades across the Caribbean region and

internationally[1]. Both the learning outcomes document and *Teacher's Guide* are colour-coded according to grade for ease of reference. The Guide is intended as a resource for teachers as they prepare to implement the learning outcomes.

Hazel Simmons-McDonald

Consultant
June2005

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[1] The following documents were referred to for comparability purposes in determining regional and international standards for the respective grades. (1) First Steps *Overview of Reading Developmental Continuum*; *Overview of Writing Developmental Continuum*; *Overview of Spelling Developmental Continuum*. Phases. The Education Department of Western Australia, 1994. (2) The *CARICOM Harmonised Outcomes for East Caribbean States*, prepared by Dennis Craig. CARICOM Secretariat, 1999. (3) Reading / Language Arts Framework for California Schools. Sacramento: California Department of Education, 1999. The St. Lucia CAMDU Curriculum for Primary Grades. Curriculum and Materials Development Department, Ministry of Education, St. Lucia,1998. The National Literacy Strategy: Curriculum and Standards. Department for Education and Skills, United Kingdom: DFES Publications.

Introduction

The language arts curriculum is predicated on the assumption that teachers will implement a balanced and integrated programme. It is a learner-centred curriculum in which the suggested teaching activities are designed for full active learner participation, discovery, problem solving and the fostering of ownership of the concepts to be learned. In a learner-centred classroom students work on a variety of tasks and projects; they work on their own, in small and whole class groups and they interact with the teacher and other students to consolidate and extend learning and to achieve ownership of concepts. The teacher facilitates learning and the total development of learners through preparation of appropriate tasks and activities, by helping students to learn how to learn, by helping them to use appropriate strategies for achieving mastery in the domains and, more important, by helping students to experience the holistic nature of learning through appropriate cross-curricular content links and by showing the relationship of what is learned in school to everyday life experiences.

Hansen (1987)[2] suggested five principles for the integration of the domains of the language arts, namely, (i) time, (ii) choice, (iii) response, (iv) structure and (v) community. These principles are promoted and actively fostered in a programme designed to empower the learner to become strategic readers, effective and creative writers, good language users, independent thinkers and problem solvers. The central principles in Hansen's model can be summarised as follows:

1. Time:

   - *"all learners need time to think", to read, write, talk about and share their thoughts about the concepts to which they are introduced*
   - *learners need to practise the strategies and skills they have learned and they extend their abilities in the language arts by taking risks with learning*
   - *timetables which make available large blocks of time for students to read, write, and talk about their work and ideas with their teachers and classmates better facilitate the engagement of students in their tasks and the thoroughness with which they complete them.*

2. Choice:

   - *learners take more interest in their work when they have an opportunity to make some input into what they are required to do and learn; for example, allowing them to select some of the story books for in-class reading is a simple way in which they can exercise some choice*
   - *with the guidance of the teacher, learners make good choices for reading and they also select good topics for writing*
   - *allowing an element of choice can motivate learners to become involved in their learning and to make a good effort to learn.*

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[2] Hansen, J. (1987) When Writers Read. Portsmouth, N.H.: Heinemann. Also reproduced in Making Meaning, a workshop series by the Association for Supervision and Curriculum Development in association with the International Reading Association (1992).

3. Response:

- when *learners are given regular feedback on their work they are likely to make better progress*
- *feedback from the teacher and also their classmates helps learners to reflect on what they have done and to think through problems*
- *students own oral and written responses to the feedback that they receive help them to think critically about what they have done and to reformulate their ideas;*
- *when learners are given opportunities to respond / comment on the work of their classmates and their own work in pairs, small groups and whole class sessions, they learn how to exchange ideas and give constructive feedback; such sessions can also help the teacher to identify learning problems and to introduce strategies that can help students become independent learners.*

4. Structure:

- *a classroom that is ordered and structured and in which the goals of instruction are made clear to students can provide the nurturing environment in which the students can develop their abilities as proficient readers and writers*
- *an environment in which staff collaborate with and support each other and where good interaction exists among staff and students makes it possible for teachers to discover the routines that are suitable and that work best in their classrooms and in the school*
- *classrooms that are well ordered and structured provide opportunities on a daily basis for discussion, reading aloud and silently, writing in the language arts and the other content areas*
- ***since language is the tool through which we learn new content, the other content areas (subjects) can be accessed as sources for materials which form the basis for instructional activities, thus allowing learners to benefit from a holistic approach and to see the relationships between different subjects*** (our addition and emphasis).

5. Community:

- *both the classroom and the school make up the community in which students find support for their learning*
- *a supportive learning community develops when there is mutual trust between teachers and students*
- *in such a community, learners are willing to learn new strategies, experiment with new approaches to problem solving ,to take risks in order to enhance their learning and be further motivated by "their learning successes"*
- *in such a community teachers and students see themselves as jointly engaging in learning and teachers view themselves as facilitators of learning.*
  (Based on Making Meaning, Workshop 1A. Association for Supervision and Curriculum Development. pp.31-32)

Profile of a competent and proficient language learner

A competent and proficient learner is one who, at the end of primary schooling

- feels confident in using Standard English and the other language varieties in his / her repertoire for a variety of purposes and in appropriate situations and contexts
- can listen with understanding and can communicate effectively both orally and in writing, can read independently, critically, and with enthusiasm
- can select and use the language code and register appropriate for a given situation
- can express himself / herself in speech and in writing in a clear, logical and precise manner
- can use language to think critically and to solve problems within the language arts and other content areas
- can use language creatively
- is fully prepared to meet the challenges of language learning at the next stage of schooling.

Profile of an effective teacher of language arts

An effective teacher of the language arts is

- resourceful
- innovative
- supportive of students
- nurturing
- empathic
- creative
- personable and approachable
- one who has a love of language, is enthusiastic about teaching it and can engender healthy attitudes towards language and a love for language learning in all students
- one who has a good command of the language of instruction (standard English) and can provide good models of it in the classroom
- aware of the demands of the language arts curriculum and the curricula of other content areas and is innovative in using varied content and approaches to promote the goals of learning
- flexible and willing to allow learners to make choices for reading and writing and who will also guide learners to make good choices
- one who uses a variety of strategies and tailors teaching to meet the needs of learners
- one who can teach learners to use a variety of strategies (meta-cognitive and other) to solve problems they encounter in their learning
- one who uses a holistic approach to teaching
- one who encourages active participation among learners in the classroom and uses different interaction patterns to promote participation among learners and to maximize opportunities for learners to practise the skills they have learned

- one who uses varying and appropriate forms of assessment to evaluate students' learning and who uses information gained from evaluation and assessment to guide further instruction
- one who knows how to use the language of learners as a launching pad for further learning
- authoritative, that is, one who is willing to negotiate with learners, involve them in decision making, one who engages in joint consultation in setting instructional goals to promote learning and behavioural goals for maintaining good discipline in class
- one who sees himself / herself as a facilitator of learning and as a participant in the learning process
- one who is willing to see parents and members of the community as partners in promoting students' learning and who can engage in discussion with these partners for the good of learners
- a good manager who uses effective procedures and adjusts classroom arrangements to accommodate the learning activities in which students become engaged
- a good listener, who is open to new ideas and who tries new approaches where these are known to be interesting, effective and appropriate
- able to take into consideration individual differences that exist among learners and can construct tasks that are appropriate to the needs of individuals
- one who networks with colleagues and the wider teaching community for support, guidance and the sharing of ideas
- one who keeps abreast of recent trends in language teaching
- one who models the behaviours that he / she advocates.

<u>Characteristics of the learning environment for the language arts</u>

The learning environment should be a non-threatening one in which the learner feels safe, confident and free to participate fully and without inhibition in the learning process. It should reflect the teaching of language as an active process and should make available a variety of materials and resources for the learners. The learning environment engenders trust and respect among students as readers, writers, listeners and speakers and it promotes tolerance for individual differences. It should be an environment in which children are fully supported in their learning and are encouraged to be creative and innovative.

<u>Goals of the curriculum</u>

The language arts curriculum will

1. provide a balanced programme in which adequate attention is paid to all the domains of the language arts

2. promote language as a tool for critical thinking and teach students how to

    i. access and process information and

ii.   communicate ideas effectively

3.   develop proficiency in Standard English while embracing / accepting and taking into account the child's first / home language and its usefulness in helping the child to learn

4.   cater to the needs and interests of individual learners

5.   foster in the learner a positive attitude towards language in general and language learning in particular

6.   help learners to become literate in the languages available to them

7.   help the learner to become confident in the use of English, the primary language of instruction

8.   enhance the learner's confidence, sense of identity and self-esteem through the use of language

9.   promote the use of technological aids where these are available (and appropriate) for purposes of enhancing learning.

In order to cater to the needs of children who may be at risk, the curriculum will also:

10.   develop and provide guidance for the implementation of a variety of strategies which will respond and lend support to the individual needs of learners

11.   promote the creation of a learning environment that encourages learners to participate fully, thereby enabling the development of their abilities through meaningful practice

12.   allow for the use of varied forms of continuous evaluation and assessment so as to enable teachers to identify learning difficulties, evaluate progress and guide further instruction

13.   provide for early diagnosis of reading difficulties, in particular, and guidance for the development and implementation of appropriate intervention strategies that will address learning difficulties as soon as they have been diagnosed.

The type of curricula that are best suited to the development of proficiency and to the realization of the goals stated in this document are those that integrate the four domains of the language arts, namely, listening, speaking, reading and writing. Such curricula provide opportunities for:

i.   using learner centred approaches

ii.   responding to individual learner needs
iii.   catering to varying learning styles
iv.   implementing varied forms of evaluation and assessment
v.   exposing students to such technological aids and advances that utilize learner-aided approaches to learning (particularly with reading and writing)
vi.   incorporating a wide range of materials and providing the appropriate scaffolding that will promote independent learning
vii.   integrating across the curriculum.

Building blocks for learning in Kindergarten through Grade II

The first three years of schooling are crucial for the building of the foundation skills in the language arts. Success in academic work in the higher grades depends on the acquisition of these skills in the early grades. Children need to acquire certain skills by the end of Grade II if they are going to be successful in the higher grades. These are the ability to:

1. decode multi-syllable words, use their knowledge of the rules of basic syllabication when they read and understand the basic patterns of reading
2. read fluently and understand texts appropriate to the grade level, retell a story, recall the sequence of events in expository and narrative materials and respond to a wide range of children's literature
3. write clear and well-formed sentences and write paragraphs in which they develop a central idea.

Students begin to develop proficiency in Kindergarten and this is extended as they master the requisite skills in each successive grade. What they learn in Grades K through II therefore form the building blocks upon which their future learning is predicated. If the children do not acquire the skills, they experience difficulties throughout their school lives and learning becomes a struggle. The important building blocks in the language arts that they need to acquire in the first three grades are phonemic and phonological awareness, the ability to decode, understanding concepts about print, building vocabulary and developing fluency in reading. Some of these skills such as phonemic and phonological awareness are focused on in Kindergarten but they continue to be developed in Grades 1 and 2 as well. The introductory section to the curriculum for each grade presents a more comprehensive overview for the grade.

Extending abilities in Grades III and IV

It is expected that students entering Grade III will have acquired the building blocks for literacy. Consequently, specific activities to develop phonemic and phonological awareness are not emphasised in either Grade III and IV, but it may be necessary for the teacher to do some supplementary work in flexible groups with students who may have gaps in their knowledge of the alphabetic code. Instruction in Grades III and IV focuses on extending the abilities of students in all the domains of the language arts, in teaching and helping them to master strategies for reading and writing, and enabling them to apply the strategies they have learned in other content areas of the curriculum. In particular, instruction in these grades is designed to help students to develop their critical thinking skills and to use language and the strategies for reading

and writing as tools for learning and problem solving.

Instructional guides

As teachers we need to help children to acquire the foundation skills that they need for reading. Several studies have pointed to importance of developing these skills in the early grades. The following are just a few examples of the findings of studies.

- Stanovich (1986)[3] indicated that children who get off to a slow start hardly ever become strong readers.
- Lesgold and Resnick (1982)[4] reported that a child's speed of recognition in the first grade predicted his / her reading comprehension in the second grade.
- Juel, Griffith and Gough (1985)[5] found that children who entered the first grade with little phonemic awareness had difficulty learning letter-sound relationships.

From early, children must have an understanding that print carries a message,that letters in the printed word correspond to specific sounds that one hears in speech, that there is also a relationship between printed symbols and spoken messages. One of our very important tasks as teachers is to help children develop phonemic / phonological awareness. This is the ability to (i) hear the sounds of a language and manipulate them and (ii) relate the sounds to the appropriate letter symbols. Children who have been found to read early also have been found to have this awareness in comparison to those who do not and who struggle in their attempts to read in higher grades. Instructional activities for developing phonemic awareness begin in Kindergarten and continue through Grade II. In these grades children must be taught the various skills, ranging from letter-sound correspondences, blending individual sounds into words to more complex skills of decoding that will enable them to develop automaticity in decoding, that is, to have the ability to recognize and read a series of words without effort, quickly and fluently. Automatic decoding does not happen by chance. It is built on the knowledge of the sounds that are associated with the various letters and letter combinations.

Acquisition of the foundation skills in the early grades also fosters the development of fluency or a child's ability to read at a good rate with understanding. All the skills mentioned in the foregoing paragraph are important for the development of fluency. If a reader struggles with decoding, understanding the text is also going to be a struggle. As we all know, reading is perhaps the most important building block for success not only in the language arts but in all subjects. Reading a wide and varied selection of materials develops a wide and varied vocabulary that becomes useful to the learner in speaking and writing. Wide reading must therefore also be an important and integral part of instruction in the early grades.

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[2] Stanovich, K.E. (1986) Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. Reading Research Quarterly, 21 – 360-406.

[3] Lesgold, a.M., & Resnick, L.B. (1982). How reading disabilities develop: Perspectives from a longitudinal study. In J.P. Das, R. Mulcahy, & A.E. Wall (Eds.), Theory and Research in Learning Disability. New York: Plenum.

[5] Juel, C., Griffith, P. & Gough, P.B. (1985). Reading and spelling strategies of first grade children. In J.A. Niles & R. Lalik (eds.), Issues in literacy: A research perspective (pp.306-309). Rochester, N.Y: National Reading Conference

As teachers we need to foster good reading habits, teach the strategies that help students understand what they read and help them to appreciate good literature. The strategies are indicated in the learning outcomes document as well as the *Teacher's Guide*. The standards and attainment targets for each grade are set out in a chart immediately before the listing of general and specific learning outcomes. The domains for the language arts are indicated under receptive and productive competence, as appropriate, across the top of the page. The various strands in the language arts in which the students need to acquire proficiency are listed in the first column on the page, and the standards and attainment targets are presented under the relevant domain within the chart. Teachers should become familiar with this chart because it summarises the important skills that the children need to acquire in the different strands in the relevant domains. The chart provides a general overview of the range and scope of skill areas that need to be emphasised at each grade level. Instructional standards are presented in a chart immediately after the standards and attainment targets. These standards indicate the general instructional goals for each strand. The specific learning outcomes chart, which is placed after the instructional standards chart, sets out topics within the domains and strands. Specific learning outcomes are listed for each topic and some suggestions for learning activities are also presented. The Teacher's Guide provides additional sample activities and resources.

Curriculum for Grade III

(Age 8 – 9)

To the teacher of Grade III

Grade III is a pivotal year in the school life of a student. It is a year in which students will extend their abilities in all domains of the language arts; a year in which they will refine the strategies they have learned and apply them to more complex tasks in listening and reading comprehension, in speaking and in writing. In Grade III students will also be required to read more advanced texts, particularly narrative and expository types and they will also be doing more writing, using both of these text types. A focus of instruction in Grade 3 must therefore be on (a) teaching the strategies for listening, speaking, reading and writing that students need, to enable them to engage with tasks independently and to complete them successfully; (b) integrating activities in the domains so that students see the relationship between one and another and use their resources in these domains for successful learning; (c) helping students to develop critical thinking skills through their engagement with activities and tasks in the domains of the language arts and in their application of the fundamental strategies they have learned in the language arts to other content areas across the curriculum. Each of these general goals for instruction carries specific objectives and requirements that are articulated in the learning and instructional standards as well as the individual learning outcomes for this grade. Our role as teachers will be to: (i) plan carefully for instruction to ensure that all the standards are being addressed, (ii) design activities and tasks appropriate to grade level that will develop the students' abilities in the required areas and assist them as they work to achieve mastery of the standards, (iii) provide guidance and support to all students and help them to draw on their strengths and fill any gaps in their knowledge that may become evident as we assess their work in the various strands.

We must pay more attention to students' oral proficiency in Grade III, and their planned presentations will evolve from the simple show-and-tell activities to include presentations that they have prepared especially for oral delivery. Of course, they will still do a lot of sharing of their writing, but they will now be required to be more careful in their organisation of ideas and information and be more consistent in their use of Standard English in their oral presentations. Instruction will focus on helping them to develop proficiency in the school language (Standard English) to accomplish their schoolwork. As we have said in the *Teachers' Guide*, success in school depends to a large extent on the level of proficiency students develop in understanding and using academic language. This is primarily expository language, which is more complex and abstract than the language of everyday communication. As students become more literate they become more familiar with and proficient in the use of academic language. However, they need to get into the habit of using it for oral language tasks in school and in their writing. In Grade III, students' use of academic language for doing schoolwork will therefore be encouraged and monitored. Native speakers of Creole and Creole-Influenced Vernaculars (CIV) who will probably first acquire competence in using English for interpersonal communicative purposes will need to become literate in English to make possible their further engagement and success with Standard English for schoolwork. An important goal of instruction in Grade III must be to promote the development of academic language proficiency. Consistent focus on the following will help to make this possible.

- Setting purposes for the different tasks that students are expected to do.
- Making clear to students the purpose of each task and what is required of them to complete the task successfully.
- Increasing the range and type of materials that students will read, to include non-fiction materials such as biographies and autobiographies appropriate to grade level.
- Increasing exposure to literature and including text analysis as a regular reading activity.
- Introducing greater variety in the selection of narratives, to include adventure stories, culturally relevant West Indian narratives, fairy tales and fables.
- Building vocabulary through the identification of new words in the materials read across the curriculum and using them in both oral and written work.
- Teaching strategies for word attack and monitoring their application to new vocabulary encountered in reading across the curriculum.
- Extending the acquisition of vocabulary through focussed activities for identifying new words in materials they read, understanding their meaning(s) and using them in speech and writing.
- Reinforcing the comprehension strategies that were learned in previous grades and extending comprehension ability through the introduction and application of new strategies for literal and inferential comprehension.
- Teaching speaking strategies to build fluency and appropriate intonation and expression.
- Increasing writing of sentences and paragraphs of expository, narrative and other text types learned.
- Increasing the use of expository language for school use.
- Preparing thoroughly for instruction and integrating activities across domains and content areas of the curriculum as far as possible.

Standards and attainment targets – Grade 3

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Decoding / Word recognition		i. Decode multi-syllable words. ii. Use different strategies for decoding: • syllabication • use of phonics • familiar orthographic units • word parts. iii. Recognise and read complex letter patterns and combinations (e.g. -*ough*). iv. Use familiar word families to decode new and unfamiliar words (e.g. words ending with –*ight*) v. Read texts at grade level fluently. vi. Read texts at grade level with appropriate fluency, intonation, expression and pacing.				

	Receptive Competence			**Productive Competence**		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
2. Vocabulary and concept development	i. Listen to a poem or other literary selection to identify rhyming words, onomatopoeia and to determine the rhythmic pattern.	i. Use the context of a sentence to determine the meaning of an unknown word. ii. Use affixes (prefixes and suffixes) to determine the meaning of words. iii. Identify homonyms, homophones, homographs, synonyms and antonyms encountered in reading. iv. Use knowledge of word forms identified in iii above in determining the meaning of an unknown word. v. Use a dictionary to learn the meaning(s) of unknown words.		i. Use high frequency words in discussions and planned oral presentations.	i. Use words with common prefixes and suffixes appropriately in writing. ii. Use new words learned appropriately in writing.	
3. Comprehension	i. Listen to follow the chronology of events in an oral report. ii. Follow three and four step directions	i. Read and understand material appropriate to grade level. ii. Read multiple step written instructions	i. View a documentary and give an account of its content.	i. Ask questions to elicit specific information and clarification about a text.	i. Paraphrase a short selection to show understanding of it. ii. Write a short	i. Represent the main event of a narrative in a sketch or drawing.

	Receptive Competence			**Productive Competence**		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	given orally.	and directions and follow them. iii. Relate prior knowledge to information given in a text to make an inference. iv. Use prior knowledge and relevant, selective information in a text to form a judgement about a particular point or issue. v. Use various comprehension strategies to understand what is read: ▪ generate questions about the text based on prior knowledge and the information given ▪ answer text explicit and implicit questions ▪ Use QAR strategies to answer questions about a text.	ii. View a narrative and retell it, including information about the story grammar elements.	ii. Answer questions to explain and clarify a message or a specific point. iii. Retell and explain the meaning of an oral communication or short presentation.	summary of an expository selection. iii. Write answers to specific questions about a text.	ii. Represent the events of a plot in the chronology of occurrence in a series of pictures. iii. Role-play the main event of a familiar narrative.
4A. Features and analysis of	i. Listen to determine the purpose of a	i. Use the title, first sentence /paragraph		i. Make a short, planned presentation	i. Organise an expository	i. Formulate a title for a short

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
expository / informational materials	short expository selection. ii. Listen to follow the sequence of ideas or points presented in an expository paragraph. iii. Listen to determine the main idea of an expository selection. iv. Listen to determine the gist of an oral communication.	to predict the content of an expository selection. ii. Make predictions about forthcoming information in an expository selection based on the information presented initially; modify the predictions after reading on. iii. Use charts and diagrams to clarify the meaning of an expository selection. iv. Use the table of contents, chapter headings, glossary and index to find information in an expository text. v. Identify the main idea in an expository text. vi. Distinguish between main idea and supporting information in an expository text.		on a topic. Select and maintain a central focus. ii. Support the main idea of an oral presentation with relevant and appropriate information. iii. Give a factual account, presenting information in a logical order. iv. Give three and four step directions / instructions. v. Use visual aids (e.g. diagrams, charts, illustrations) in an oral presentation to clarify the information presented.	paragraph around a central idea or topic. ii. Write the topic sentence for the paragraph. iii. Write sentences that present supporting information and details to clarify the topic sentence and further explain the main idea of the paragraph.	expository paragraph based on the information presented in it.

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		vii. Examine the organisation of a dictionary, a thesaurus and an encyclopaedia to understand how they are used and to use them as references for learning.				
4B. Features of narrative text		i. Read a wide and varied range of narratives appropriate to the grade level. ii. Indicate the contribution of illustrations to a narrative selection.		i. Discuss narrative elements: setting, plot, characters in stories read.	i. Write a story based on an imagined or real experience. ii. Use the basic elements of narrative structure in writing stories (see *Teachers' Guide*). iii. Use known descriptive words to present the setting, characters and events in a story.	
5. Responding to literature and analysis of literary materials	i. Listen to a variety of literary material and distinguish between them (poetry, fiction, non-fiction, drama, narrative). ii. Identify rhyming words in a poem or song. iii. Identify the common	i. Read a wide and varied range of literary material appropriate to grade level (e.g. poetry, fiction, non-fiction, drama, biographies, and autobiographies). ii. Distinguish between terms related to	i. Compare the video version of a familiar story with the print version. ii. Compare the portrayal of a character in a video with how the author presented him /	i. Discuss elements of rhyme and rhythm in poetry. ii. Discuss the narrative elements (setting, plot, characters, and theme) in discussing stories. iii. Use the illustrations in and knowledge	i. Use literary terms that refer to elements of narratives in writing about stories read (e.g. setting, plot, characters, theme).	i. Create some illustrations for stories that they have written.

	Receptive Competence			Productive Competence		
Domains ➔ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	literary strategies that are used to appeal to hearing (e.g. instances of alliteration and onomatopoeia).	narrative elements (e.g. setting, plot, character, theme). iii. Identify the speaker in a poem, and the narrator of a story. iv. Determine what a character is like based on what the narrator and characters say.	her in the written version of a story.	about a story to discuss what the characters are like.		
6. Writing		i. Read over writing to revise it, improve the organisation of ideas and to edit it.		i. Discuss the feedback given by teacher and peers on writing and clarify the meaning of the written piece. ii. Indicate the purpose and audience of a selected composition and discuss the appropriateness of the language and tone for the intended audience.	i. Write complete, clear and coherent sentences. ii. Write organised paragraphs that focus on a central idea and develop it. iii. Write with a clear idea of the purpose of the selection and the audience for whom it is intended. iv. Use process strategies in writing to produce an acceptable version. v. Write:	

Domains → / Strands ↓	**Receptive Competence**			**Productive Competence**		
	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
					• friendly / personal and formal letters, using appropriate format – address, date, salutation and closing, and including a body with relevant content • stories based on personal or imagined experiences, including setting, characters and a plot • descriptions of people, places and objects. vi. Write legibly, joining letters in a word and spacing words appropriately. vii. Understand the structure and organisation of reference materials. viii. Observe margins on the page.	
7. Conventions of oral and written language	i. Distinguish between sentences that are spoken in Standard English, Creole or CIV. ii. Distinguish	i. Distinguish between Standard English and the use of Creole or CIV in the (dialogue of) stories that are read.		i. Use Standard English in oral presentations. ii. Observe the conventions for oral English in making a	i. Write English sentences that are well formed. ii. Use the conventions of Standard English appropriate to grade	i. Use language varieties (Standard English, Creole, CIV) appropriately – to represent

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	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	between different sentence types and determine their purpose in an oral communication or planned oral presentation.			planned oral presentation.	level in writing.	authentic character, situation and context - in role-plays based on selections read.
A. Grammar	i. Identify errors made with subject and verb agreement in a spoken message / planned oral presentation.	i. Read over writing to correct errors of subject-verb agreement. ii. Read over writing to check for correctness of usage of articles, pronouns and adjectives.		i. Use subject and verb agreement correctly in delivering spoken messages and in planned oral presentations. ii. Use articles, pronouns and adjectives correctly in speaking.	i. Write sentences in which the parts of speech are used correctly. ii. Use articles, pronouns and adjectives correctly in writing.	
B. Sentence structure		i. Read over writing to check for completeness and clarity of sentences. ii. Understand the meaning and purpose of different sentence types declarative, interrogative, exclamatory and imperative in selections read. iii. Read over writing to check for sustained use of English.		i. Use complete and well-formed utterances (spoken sentences) in an oral presentation. ii. Use different types declarative, interrogative, exclamatory and imperative as appropriate in oral communication and planned oral presentations. iii. Use present, past and future tenses	i. Write complete and well-formed sentences that are clear and understandable. ii. Use different sentence types (declarative, interrogative, exclamatory and imperative) appropriately in writing. iii. Revise writing to correct mistakes in word order and	

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		iv. Distinguish between Standard English, Creole or CIV sentence in stories read.		appropriately in a planned oral presentation.	sentence formation. iv. Use present, past and future tenses correctly in writing.	
C. Punctuation				i. Use appropriate pauses to make meaning clear in an oral presentation.	i. Use the full stop, question mark and exclamation mark appropriately in sentences. ii. Use commas in addresses and for purposes indicated in Grade II standards. iii. Use capital letters for names of geographic areas e.g. *West Indies*, holidays (e.g. *New Year's Day*), historical periods (e.g. *Twentieth Century*), special events (e.g. *Speech Day*).	
D. Spelling					i. Use learned strategies to spell one-syllable, multi-syllable, compound words correctly.	i. Apply learned spelling rules as needed (see learning outcomes).

Instructional Standards – Grade III

Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Decoding and word recognition	In Grades I and II, students will have learned some of the basic strategies for decoding and word recognition, and they will continue to use some of these strategies to decode more complex words in Grade III. They will also learn additional strategies to decode multi-syllabic words, and they will have many opportunities to practice applying these strategies to decode words in sentences and then to short passages of text. Daily practice leads to automatic decoding and fluency. One of the primary goals of instruction in this grade is to help students develop higher rates of fluency (95+%). This is important because the more fluently students read, the more they will be able to focus attention on understanding the meaning of what they read. Some concepts such as blending may have to be revised and reinforced for those students who struggle to read letter clusters. As in Grade II, instruction will also focus on helping students learn the meaning of high frequency affixes (prefixes and suffixes) and to use these to help them to decode unknown words. Instruction will also focus on word families and helping students to decode words that have more complex orthographic units such as those that have similar word endings but are pronounced differently (e.g. *–ough* –as in *rough*; and as in *bough*). A benchmark for Grade III is to develop automatic decoding of words encountered at grade level and increase fluency rate. The following will help towards the achievement of this goal.				
	- Help students to apply the word attack strategies that they have learned as they encounter and try to decode new and unknown words. - Teach additional strategies that will help them to decode multi-syllable words. These include using word parts, syllabication, locating affixes – prefixes and suffixes – referring to their meanings and then finding the root word. Provide many examples with which they can apply that strategy independently. - Demonstrate the use of strategies so that students will know how to use them. Model the process that they need to use. Some of the strategies described in previous grades will be useful (e.g. think aloud, sounding out). - Provide scaffolded instruction until students learn a strategy and understand how to apply it. Use individual words, then sentences that include the words and then longer extracts in which the words are embedded, and give students guidance as they decode the words in these contexts. - Provide opportunities for reading aloud so that students can listen to you and to each other read and can observe the strategies that work well for others.				
2. Vocabulary and concept development	In the materials from Kindergarten through Grade II, we have recommended that students be helped to develop a wide vocabulary through explicit teaching of vocabulary in activities related to reading in class. Use of context was one of the first strategies recommended. This requires students to use the sentence and surrounding text in which an unfamiliar word occurs to determine its meaning. Context is a powerful strategy for determining word meaning and we must teach students how to use it effectively because it is probably the strategy that they will use most frequently in their independent reading. We also emphasised the importance of making available to students a wide and varied range of reading materials, as it is well known that vocabulary is developed through wide reading. As in the earlier grades, high frequency words encountered in reading in the language arts and across the curriculum should be noted, their meanings in the various contexts determined, and their use in speaking and writing by students encouraged. We continue this practice in Grade III, by engaging students in discussion about the meanings of the new words in context and providing them with time to record them in their Word Banks and to write sentences that illustrate their meanings. We also encourage students to use these words in the compositions that they write. Again, as in earlier grades, one of the benchmarks of instruction in Grade III is to help students achieve ownership of the new and unfamiliar words that occur in their reading at level. Although we had indicated the need for a children's dictionary as a class reference in Grade II, we now recommend that it be used as a				

Domains ➝ Strands ▼	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		strategy for developing knowledge about vocabulary. There are some words for which insufficient contextual information is given to enable the reader to determine the meaning of the word. In such instances a dictionary is useful and necessary. However, it is important to use a dictionary that is designed for young students, that sets out the information in such a way that students can follow, and that provides definitions that can be understood by the Grade III student. The dictionary can provide an additional resource to which students can have recourse when the contextual strategy proves to be inadequate. Students will need to be taught how to use the dictionary and this instruction should be offered in a meaningful context in which there is a need to determine the meaning of words that were encountered in reading. Teaching it as an isolated exercise in a "filler" lesson will not be as effective as a demonstration of its use for a needed and specific purpose. This implies that we should not teach students to learn the definitions of a given word by rote, but we need to examine the definitions in relation to the contextual environment in which it occurs in the text and then to determine which of the definitions given in the dictionary make the best sense for the word meaning in that context. A focussed vocabulary lesson can build on the instruction provided in teaching moments when we had to refer to the dictionary; such a lesson will seek to consolidate students' understanding about the process to be followed in using the dictionary. In such lessons we provide explicit teaching of the dictionary as a useful tool for learning vocabulary. Other vocabulary lessons will focus on developing knowledge about the specific word types highlighted in the standards, such as *synonyms*, *antonyms* and *homonyms*. They will also focus on word families and the hierarchical relationship among words (e.g. *forest – trees – saplings – shrubs*). The vocabulary lessons will extend students' knowledge about words by focussing on the unknown words that have been identified in reading, and helping them to understand their meanings and to use them productively in their own speaking and writing. Research done on vocabulary in the USA[6] has suggested that students learn approximately three thousand new words a year if they read between half-a-million to one million words a year. The implication of this is that students must read widely and beyond the reading that is done in class if they are going to broaden their repertoires to that extent. The instruction that we provide in Grade III will enable them to use strategies that will lead to ownership of new words learned, but considering the fact that many students do not have access to books at home, we will also need to consider ways in which we can increase such access. The *Teachers' Guide* provides some suggestions in that regard. However, in class there are many ways in which the instruction that we provide can help students to develop their vocabulary and improve their language use. The following are some suggestions.				
		• Provide a wide range and variety of reading materials for use in read aloud sessions, shared reading and in independent reading by students in class every day. • Continue to use activities that identify new and unfamiliar high frequency words at level and teach students strategies to help them determine the meanings of these words. Further, develop tasks that will require students to use these words in their writing. • Identify in particular the synonyms, antonyms, homonyms, homographs and homophones that occur in the materials at level and help students to identify them. Integrate activities with those designed for other strands in the language arts, such as spelling, to have students work on activities that will build on word recognition and knowledge of vocabulary. • Help them understand the meanings of affixes (prefixes and suffixes) and the root words of which they are a part. • Continue to encourage students to apply the strategies they learn in the language arts to the materials they read in the other subjects across the curriculum and to incorporate the words from these subjects into their word banks.				

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[6] Cited in the Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve. The California State Board of Education, Department of Education. Sacramento, California. 1999, p.82.

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
3. Comprehension	You will recall that comprehension instruction began in Kindergarten with activities in which students related the illustrations to the text that they listened to and retold what happened in the stories that they heard. The reading materials in K through Grade II were primarily narrative but students listened to short expository selections read by teacher in Grade I, and they began reading short expository selections on their own as well in Grade II. In Grade III students continue to read a wide selection of narratives and they also read expository material and learn additional strategies for comprehending these materials. We continue to activate students' schemata as a regular part of reading by helping them to relate their prior knowledge and background experience to the text selection to be read. We also use the text features that they learned about in first and second grades to orient them to the text to be read. In the case of narratives, we use the cover illustration and the title to make predictions about the story and they confirm or disconfirm these predictions after reading. We also help them to use their understanding of the elements of narrative as presented in story grammar to understand the stories that they read. We help them extend their understanding of expository material through their use of the charts, diagrams and other drawings that are provided as support materials to clarify the information presented in the text. In Grade III they extend their ability to understand what they read both at a literal and inferential level. They also continue to apply the simple strategies they began to use in Grade II for this purpose. Through explicit instruction we help students to distinguish between the main idea and the supporting information presented in an expository paragraph. They will have had an introduction to this in Grade II but they extend their understanding of expository text in Grade III. They learn to identify the main idea and the supporting points presented in a paragraph. Some Creole and CIV speakers as well as struggling readers will need some guidance in doing this. Some of the activities introduced in Grades One and Two with picture series can help to orient students to the concept of *main idea*. If the points can be represented pictorially with the main and subsidiary supporting events depicted, students can be guided to identify the event or point (after reading a paragraph), by selecting the sketch representing that event. With scaffolded instruction students will gradually learn to identify the main idea and supporting points on their own. The reading materials we select initially for instruction will also determine how easily students will be able to understand these concepts. It will be important to select paragraphs at grade level that are readable and can be decoded by students. The paragraphs themselves should also be well written with a topic sentence and main idea that is clearly and explicitly stated. Since students will be accessing and understanding information at the explicit or literal level first, the material should lend itself to literal comprehension; then, through guided application and practice of question and answer relationships we will help them to make simple inferences about what they have read. In Grade III we help students master comprehension strategies appropriate to grade level and to apply them in their reading in subjects across the curriculum. Among other things we focus on the following.					
	• Continue to read selected text to students. For example, read an expository paragraph in which they must follow the chronology of events. Guided discussion or a focussed activity in which they put a series of pictures in the order in which they heard them will draw their attention to sequential order and help them to understand paragraph organisation using sequential order. • Orient students to the material to be read by activating their prior knowledge and experience and having them relate these to the reading selection. • Have students generate questions about the material before, during and after reading and also have them answer questions about the material. • Allow them to retell stories and recount information that they have read about in selections in the language arts, and also in their reading across the curriculum. • Provide scaffolded instruction /guidance for those students who need it. Use queries during their reading to help them make appropriate and relevant relationships between ideas and to overcome misunderstandings as they read.					

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Use QAR strategies to help them identify answers to questions at the literal level and guide them in the process of making simple inferences through use of the strategy. Model the think and search strategy to relate relevant clues and make an appropriate inference or to draw a logical conclusion.					
4A. Features and analysis of expository / informational materials	Students do more reading of expository material in Grade III. They also work on comprehension strategies that will help them to understand this text type. The selection of texts should be carefully considered and should include materials of interest to students of the age group. Reading materials from subjects across the curriculum in Grade III will provide a reasonable starting point. The selection should also include biographies and autobiographies that are written specially for children and that focus on local and regional figures for starters. These materials can be used to help students understand and appreciate expository writing, but our instruction of this text type might begin with a focus on the expository paragraph so that students can understand the structure and organisation around a topic sentence, which is elaborated and clarified by supporting sentences. In this, as in other strands, we integrate as far as possible across the domains of the language arts and content areas across the curriculum to help students develop their listening, speaking, reading and writing abilities. They develop listening comprehension skills by listening to short recorded extracts or selections read by teacher to determine the gist or main point of a spoken message, to follow the sequence in which some points were presented and in identifying the main point in a series. In these activities pictorial materials will help to orient students to the task and help them to accomplish them. For example, presenting a jumbled picture series that represents the actual activities that they will hear about and requiring them to put them in the right order will provide a focus for listening. The selections for these types of activities should not be too long and they should be appropriate to grade level with respect to length and complexity of language. We continue to help students to become familiar with the features of expository text by drawing their attention to these features in the expository materials that they encounter across the curriculum. We continue to help them to focus on and predict the information to be presented through a discussion of the title; to use the table of contents, chapter headings, indices and glossaries (where relevant) to locate information presented in the body of the text. We also help them to make use of the graphic information presented in the text to clarify the meaning of what is written. In Grade III we also introduce support tools for learning in the form of a children's dictionary, thesaurus and encyclopaedia. Our instruction will focus on helping them to use these materials, as needed, to find out the meanings of words that cannot be determined in the context and for simple research activities to support group project work. The instruction is integrated across all reading activities.				
	• Draw students' attention to the features of expository / informational materials they encounter in Grade III in the context of their reading and discussion of these materials. • Use visual support wherever possible to help make concepts clear to students. Expository materials across the curriculum usually include charts, diagrams and other graphics to provide clarification for the information presented; use these to help students understand what has been presented. • Design activities that integrate across the domains. For example, after a listening activity in which students identified the main idea, allow them to read the paragraph to identify the supporting details and to discuss the sequence / order of presenting information and the organisation of the paragraph. As a follow up activity have them plan an expository paragraph around an explicit topic sentence. • Select a dictionary that is suitable for children of the age group. Teach students how to use the dictionary to find meanings of words that they cannot determine from context. Do not have them learn definitions by rote but help them to use the dictionary as a reference in meaningful contexts. Include a thesaurus and encyclopaedia for reference purposes in class, and teach students how to use them and to find information in the encyclopaedia.					

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
4B. Features of narrative text and other types of literature	An important goal of instruction in Grade III is to broaden students' exposure to narrative materials and to other types of literature appropriate to grade level. The selection of narratives would include stories of West Indian origin that are set in different territories and that explore the cultures of the region. The reading selection would also include stories that are known to appeal to children of the eight to nine age group and to boys as well as girls. Fables, folk tales, stories on the theme of sports and about sports heroes, fairy tales, some science fiction tales and even a small selection of good comic books will provide an interesting corpus that will motivate students to read independently. In addition to narrative, students must continue to be exposed to plays, good poetry selections and to listen to these read by teacher, to recordings, and to read these on their own. Activities will include role-plays and choral recitations that will help them to appreciate the different rhythms of English. This activity will be particularly useful to the Creole and CIV speakers. Exposure to literature in their own language varieties, during the time dedicated to instruction in these varieties (in territories where this is done), will further heighten their awareness about language differences. Some of the objectives of instruction in this strand are to enable students to distinguish between the different genres; to extend their knowledge about the structure of narrative and to include the concept of theme (in addition to setting, character and plot). The narratives that they read in Grade III will enable them to understand how writers manipulate events to create interesting plots.					
	• Continue to read selected texts to students and discuss these in whole class groups. • Provide scaffolded instruction for those students who need guidance in navigating their way through a story. • Have students continue to use the story grammar as a framework in their discussion of the stories that they read and in their own writing. • Include choral recitation as one activity for poetry appreciation. • Allow small groups to role-play parts of favourite stories and scenes from grade appropriate plays that they might read.					
5. Responding to literature and analysis of literary materials	The instructional activities done in strands 4A and 4B are an extension of what is done in responding to literature and the three should be considered together in the selection of reading materials for the grade and the planning of the reading comprehension, literature appreciation and follow up activities. One of the important objectives of this strand is to help students distinguish between the different types of literature that are introduced, namely, poetry, plays, fiction (including science fiction), non-fiction (including biographies and autobiographies). Whole class activities will orient students to the features of different types when these are selected for class reading and discussion, and students will read other selections during their independent reading sessions. Lessons in this strand will focus, among other things, on helping students to appreciate the rhythm of language as expressed in poetry and other appropriate selections, the structure of narratives, the features of grade appropriate plays, and they will also provide opportunities for students to express their own response to the literature in different ways.					
	• Make available a good selection of literature in the class library and ensure that the school library also has a selection that is suitable for the grade level. Replenish the class selection occasionally when students have read and re-read the selections you have provided. • Discuss with students the books that they have read. Encourage them to retell the stories or to recount the information that they learned. • Provide guided reading practice for struggling readers. • Continue to use the story grammar to help students extend their understanding of narratives. • Use choral recitation to help students follow and represent the rhythmic patterns of a selection.					

Domains ➝ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing

6. Writing	In Grade III students continue to write stories and to use the strategies that they learn in the writing process to enhance their stories and the other types of writing that they do. One of the benchmarks for this grade is the writing of a well-organised expository paragraph that presents a topic sentence and supporting sentences that elaborate, explain and clarify the topic. Students will benefit from the reading activities by making connections between their reading and writing. As they discuss the structure and features of particular text types, and given guidance for their practice, they will be able to incorporate some of the essential features of these types to their own writing. In addition to extending their abilities to write narratives and the expository paragraph, students will benefit from using the dictionary, thesaurus and encyclopaedia as references to find out about topics that they will write about in project work. They continue to apply process strategies to their writing for generating ideas, and revising their drafts to produce an acceptable copy. Students also work on improving the legibility of their writing and observe margins and appropriate spacing between letters and words. The benchmark of instruction in this grade is to enable students to use the text types, structures and strategies that they have learned at grade level in their own writing.
	• Continue to use process strategies with students to help them generate their ideas and to draft, revise and edit all the writing that they do in Grade III. • Schedule writing conferences for individual students to discuss the writing that they have done, to provide them with feedback and to help them improve in areas where this is needed. • Help students to use the different sentence types that they have learned and encountered in their reading in their own writing. Teach them the purposes of the different types of sentence (declarative, interrogative, exclamatory and imperative) and to use these as needed in their writing. • Integrate with activities designed for Strand 7 so that students will observe the conventions of written English in the context of their own writing. They will learn to use punctuation appropriately and to good effect, and they will extend their knowledge and understanding of grammar in the context of their own usage as well. • Teach them to write an expository paragraph. • Have them continue to write friendly letters but introduce also the formal letter (see learning outcomes). • Design activities that will require students to write for authentic purposes. • Refer to the standards and learning outcomes to determine the areas to be covered for this strand.
7. Conventions of oral and written English	The benchmark for Grade III is that students use English and the conventions of English correctly and appropriately in their speaking and writing.
	• Students in Grade III will be more aware of the differences between Standard English and Creole and CIV. Instruction in Grade III will help them to use Standard English for school purposes in a more consistent way. Their understanding of the differences between the language varieties will enable students to make more conscious choices in their use of the varieties that are appropriate to different contexts and situations. In Grade III they will be more aware of the need to use the Standard to accomplish school tasks, and will make use of it in their planned oral presentations and in their writing. They will also make use of the specific conventions in this strand to speak and write clearly.
A. Grammar	• Have students read over the writing that they do to check for accuracy of grammar. In particular, have them check for the elements of grammar that are focussed on in this grade (i.e. subject-verb agreement, articles, pronouns and adjectives). • Address individual student's grammar errors in the context of the writing that is done and discuss with students during writing conferences in which you provide feedback and further guidance. Use the opportunity to heighten their awareness of the correct use of

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		the grammar in the context of their own writing. • Identify all the error types that students make most frequently in their speaking and writing and plan instruction to teach each grammar element in separate lessons. Do not teach grammar rules in the abstract but illustrate the use of the element in sentences taken from students' writing and provide a number of examples to illustrate and help students understand its use. Provide exercises that will require students to use the structure in their speaking and writing.				
B. Sentence structure		• Have students read over their sentences for completeness of structure and coherence and clarity of meaning. • Teach them the appropriate use of the different sentence types: declarative, interrogative, exclamatory and imperative and, again, provide a context for the use of these sentences by drawing students' attention to their use in the materials they read and encouraging them to use and punctuate them properly in their own writing. • Have students check their sentences for appropriate use of present, past and future tenses and to revise their sentences to observe correct word order and to correct other mistakes. • Have students check their sentences to ensure that they have used the structure of the required variety as appropriate (e.g. Standard English for their writing except for dialogue in stories where they might use Creole or a CIV for authenticity).				
C. Punctuation		• Use opportunities to teach punctuation in the context of writing. Have students punctuate their sentences correctly, observing the appropriate marks for the different sentence types. Teach mini lessons as needed based on the common error types made by students in their writing. • Teach the uses of the comma and Capital letters as indicated in the standards and learning outcomes.				
D. Spelling		In Grade III students make an effort to spell high frequency content and function words correctly. They also attempt to spell multi-syllable words, using strategies they have learned in the earlier grades and also using strategies such as sounding a word in parts and sounding out difficult orthographic units to learn more complex words that they encounter in their reading at grade level. • Evaluate and assess students' spelling on a regular basis in the context of their writing. Do not mark up all the spelling mistakes on the page to be given back to the student, but make a note of the words that have been misspelled and underline the one or two that have been more consistently misspelled to draw to the student's attention during conference. • Model the use of appropriate strategies that students can use to help them spell correctly. • Give a dictation that includes the high frequency words that students encounter in their reading. Use a dictation that includes the words in a short passage. This will allow students to focus on the sentence content, on punctuation and on the words they are required to spell. • Give an occasional quiz that consists of words that students have been learning to spell. • Use the information from the writing and other assessments to plan further instruction for spelling.				
Guides for integrating – across the domains and other subjects		As in earlier grades, integration of activities across the domains of the language arts will help students to see the relationship between listening, reading, speaking and writing. Students begin to use reading more as a resource for writing and they also apply useful strategies that they learn through reading in their own writing and their planned oral presentations. Materials in content areas across the curriculum can be used selectively for reading in the language arts and the strategies that students learn in the language arts can be applied with success to their comprehension of material in content areas across the curriculum. • Continue to have students develop and use their *Word Banks* to expand their repertoires and as a resource for writing. • Have students apply comprehension and writing strategies learned in the language arts to other content areas.				

General Learning Outcomes for Listening and Speaking

By the end of Grade III students should have attained the standards for listening and speaking at the Grade II level as well as the standards at Grade III. These are: I. 2.i.; V. 2.i.; I. 3.i. ii; IV. 3. i. - iii; I. 4A. i. - iv.; IV. 4A. i.- v.; IV.4B. i.; I. V. i. - iii; IV.5. i. - iii; IV. 6.i.- ii; I. 7. i. - ii; IV. 7. i. - ii; I. 7A. i.; IV. 7A. i. - ii.; IV. 7B. i.- ii; IV. 7C. i. They should also be able to:

1.   listen to enjoy the rhythm of language

2.   listen to follow the chronology of events in an oral report

3.   listen to distinguish between the use of Standard English and Creole or CIV in an oral communication or planned oral presentation

4.   listen to provide an appropriate response to a question

5.   listen to follow simple three and four step directions / instructions

6.   speak politely and courteously in conversational exchanges in and out of school

7.   ask questions to seek clarification or further explanation from a speaker

8.   use Standard English for a variety of oral language purposes and activities in the classroom

9.   present ideas in a logical, appropriate sequence in an oral presentation

10.   present an oral report on a topic to provide factual information on it.

Domains, strands and topics	Specific Learning Outcomes. Knowledge. Skills. Attitudes. *By the end of Grade III students should be able to:*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
I. Listening and Speaking			
A. Interpersonal Communication A – 1. Listening and speaking to interact socially.	1. listen to determine the purpose of a speaker's message 2. listen to respond appropriately in a conversation 3. use polite, appropriate tone and language in conversations both in and out of the classroom 4. vary level of formality according to context, situation and audience / interlocutor (other person in conversational exchange) 5. use appropriate strategies for opening and closing (formal) conversations 6. take turns appropriately in conversations 7. ask questions to elicit information and seek clarification from a speaker 8. answer questions in order to explain and clarify a message	• Students listen to a recorded dialogue to determine the purpose. They participate in a pre-listening activity that orients them to the topic, and they answer questions and engage in discussion that relates their background knowledge to the topic. • Students listen to dialogues in Standard English about a number of topics, including those related to subjects across the curriculum and general interest (e.g. the environment, tourism, sports). Students exchange ideas about the views expressed in the dialogues. They select a topic of interest and engage in dialogues in pairs about the topic. • Students listen to a recorded dialogue to pay attention to the structure of the conversation, for example, the routines that the speakers use for greeting, leave-taking, avoiding further discussion of a topic. • Students, in pairs, participate in simulated scenarios in which they interact, with one student assuming a role, e.g. a clerk in a post office or store, a policeman, a minister of religion. The students role-play dialogues on a selected topic and focus on appropriate ways of addressing a person of seniority / official / higher status. Other students in the class observe and use a prepared checklist to critique the pairs participating in these	• Recordings of short monologues or dialogues dealing with a variety of topics of relevance and interest to students in Grade III and in which the purpose of the speaker(s) is clear • CDs / tapes for recording the dialogues. These can become part of the bank of audio resources that can be used for Grades III and higher • Prepared lists / charts that are tailored to the objectives of the task. These should be designed to help students process the information during the listening tasks • 3 x 3 cards for writing cue words and situations (prepare in duplicate so two students can practice using the same stimuli) • Cards outlining different situations/ scenarios (one situation scenario to a card) that form the basis for pairs to role-play • 3 x 5 blank cards for preparing

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		activities. They participate in general class discussion following observation.	mapped dialogues
A – 2 Communicating to get and to give information	9. listen to determine the gist of a message 10. listen to follow the sequence of events in a report given by a speaker 11. listen to follow directions on how to get from one location to another 12. listen to follow simple instructions given orally on how to make or to do something 13. listen to a short speech or report and then give a summary of the main points 14. listen to a short text to determine the main idea 15. give someone directions on how to get from one place to another 16. give instructions to explain how to perform a task 17. ask relevant questions to get specific information 18. use well-formed sentences to convey information	• Students listen to a recorded selection (dialogue, short report, simple speech) or to a message given by the teacher. They first read three (or four) statements that represent some aspect of the subject matter. They listen to determine which statement represents the gist of the text. As a follow up they discuss their selections and give reasons for the choices they made. They listen to a replay to verify the correct answer and to discuss further if necessary. • Students work in small groups to create / draw maps of well-known or imagined places. They use the maps to create situations that involve setting out directions to get from one location to another. The directions are written on one card. Students work in pairs. One reads the directions while the other traces the route. In another situation, students ask for directions on how to get from one location to another and the student with the map gives the directions. • Students read a jumbled (out of sequence) set of sentences on a page. They then listen to the selected text and as they listen they put the sentences in the order / sequence in which the events are presented in the text. • Students read three statements that could	• Various text types from different genres (e.g. dialogues, drama, poems) and also from subject areas across the curriculum as appropriate • Blank street maps (real and imagined) that students can fill in for purposes of giving and asking for directions • Pre-recorded interviews that deal with subjects of relevance and interest to third and fourth graders • Visitors to the classroom to speak about various subjects of interest to students.

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	19. use Standard English for oral communication and for giving planned presentations in class	possibly represent the main idea of a selected listening text. They discuss the meaning of the statements. They then listen to an extract to determine the main idea. They select the one statement that represents the main idea. The class discusses the various responses with the teacher and they listen again to verify their answers.	
B. Listening and speaking to develop oral communication skills for academic and other purposes B – 1. Listening and speaking for enjoyment and to express personal response	20. listen to determine and appreciate the rhythmic structure of selected literary texts appropriate to grade level 21. listen to express a personal response to poems, stories and other types of literary material 22. describe familiar objects, people and places 23. tell about an interesting personal experience 24. tell an imagined story that has a beginning, middle and an end 25. retell a story based on a personal experience 26. recite a favourite poem with fluency and expression 27. plan and present a dramatic presentation based on a personal experience or a poem or narrative	• Students listen to a suitable calypso with an edifying message and with good examples of similes to identify examples of these. After listening they verify their answers and discuss the message of the calypso. As a follow-up activity integrated with writing, they listen again to (or read and discuss) the calypso and try writing one of their own. • Students participate in choral recitation of poems with various rhythmic patterns. They are organised in groups that read different sections for variation. They listen to a recording of their recitation to determine ways in which they think it could be improved. • Students recite an action poem (e.g. *Sensemaya* by Nicolás Guillén). They perform the motions described in the poem. • Students participate in show-and-tell activities in which they bring in their favourite objects and talk about them.	• An interesting and wide variety of literary materials that are appropriate for third graders • Recorded versions of some stories and poems (read with expression) to which students can listen as they follow in their books • Sheets of paper with the support information to be used during some listening exercises. Enough for distribution to individual students • Bristol board / flip chart paper art materials – crayons, paints, brushes, finger paints etc. • A radio / TV / tape recorder / computer for accessing appropriate information/ news and children's programmes

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		• Students participate in a mystery box activity in which one student hides a favourite object in a mystery box and gives one or two clues about the object to have classmates guess what is inside. They ask questions about the object as they attempt to identify it.	• Relevant and suitable newspaper clippings and magazine articles • Boxes of various types and sizes
B - 2. Listening and speaking to develop comprehension	28. listen to follow the chronology of events in an oral report 29. listen to determine the main point in a spoken message 30. listen to a short extract to summarise the information presented 31. listen to an oral communication to paraphrase and explain what has been said 32. listen to distinguish between the cause and effect of a particular occurrence or event 33. listen to identify supporting points in an oral presentation 34. listen to distinguish between opinions expressed by a speaker and facts that can be verified 35. give a planned oral presentation that is organised around a main topic and provide adequate details to develop the main idea 36. use appropriate visual support	• Students examine cards with pictures that depict a series of incidents or events. Students give an oral account based on what is depicted. • Students look at a set of pictures depicting incidents that are not presented in a logical sequence. Students number them to indicate the right order based on information they get from the listening text. • Students give planned presentations on books they have read. The other students ask questions and the student presenting provides explanation and clarification. • Students listen to a short text to identify the main point. They first read a list of sentences on a page; only one has the correct main point. They select the sentence that states the main point after listening to the text. • Students prepare illustrations and find appropriate pictures, charts to support a planned presentation on a selected topic. They refer to the illustrations as they present, to further explain and clarify the main point.	• Bristol board / paper / poster board with sentence patterns of English written up on them for reference • Scoring cards for use with object game • Writing and drawing materials • Playdough / moulding clay for students to make objects in arts and crafts that they can also use for description in listening tasks • Short audio recordings on different subjects for use in listening tasks • Material on festivals and lifestyles of peoples of other countries and cultures in the Caribbean and elsewhere • Newspaper and magazine articles appropriate to grade

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	to provide clarification in making a planned oral presentation		level
B - 3. Listening and speaking to evaluate oral and media communication	37. listen to evaluate a speaker's contribution in a dialogue or discussion 38. listen to distinguish between opinions and verifiable facts in a speaker's contribution 39. listen to evaluate oral presentations made by self, classmates and others 40. compare and evaluate the same news item as presented on radio, TV and in the print media 41. listen to the register / level of formality in oral discourse to evaluate its appropriateness for audience, context, situation and occasion 42. listen to a conversational exchange to distinguish between the use of Standard English and Creole / CIV 43. use Standard English to give a factual report about an incident	• Students listen to a short recording of a speaker addressing an audience (e.g. someone giving a political speech or a sermon). They listen for the content and meaning of the message. They work with a short checklist and a simple rating scheme that they have worked on with teacher and discussed before listening. They rate the speaker on the clarity of the message and clarity of speech. As a follow-up to this activity students look at a video representation of the same extract and evaluate the speaker's body language and use of gestures. They discuss their ratings with the class afterwards. • Students listen to a speaker's presentation to determine whether the choice of language is suitable for the occasion and the audience. They also listen to conversational exchanges between individuals of different authority and status (e.g. a principal and a student) to evaluate appropriateness of tone and language. Students also evaluate the planned presentations made by their classmates. For these activities they first discuss the criteria and rating system to be used with the teacher. At the end of the presentation they view a recording of the presentation (if one was made) and discuss it, giving reasons to	• Video and tape recorders and monitor for viewing oral presentations • Audio recordings appropriate for purposes set for listening at grade level • Samples of advertisements designed for listening: jingles from radio and TV • Charts relating to the language of advertisements; the claims they make and the types of appeal they use • A set of activities for listening tasks numbered and kept in the listening corner for individual use by students • Popular fairy tales that use an alternative point of view (e.g. Wolf's version of <u>Little Red Riding Hood</u>) • Pictures, artwork on selected themes that are being worked on in class

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		support the ratings they gave. • Students listen to the radio broadcast version of a news item and discuss its content and meaning. They then view a TV version of the same item and read a print version and compare the three versions for focus, points emphasised and the points of view presented in each. • Students prepare and make short speeches in which they present a point of view about a topic of interest. • Students listen to an advertisement and discuss the ways in which it appeals to the listener. • Students make up an advertisement that is intended primarily for listening and present it to the class. The class evaluates it using appropriate and relevant criteria that have been discussed and agreed upon beforehand.	• Bristol board, glue, paper for pasting pictures and making up advertisements • Blank audio tapes for recording students' oral presentations, advertisements etc.
C. Vocabulary and concept development	44. listen to identify word contractions used by a speaker 45. listen to determine word meanings from the contexts of their use in an oral presentation 46. listen to identify homophones in a listening text 47. use high frequency words with	• Students listen to an oral communication to identify contractions used by a speaker. They then read the written version of the text and insert the full version of the word and discuss the different effect of the contractions and full word versions in the spoken and written text. • Students listen to short dictations for a variety of purposes such as to:	• Short texts for dictation. • 3 x 5 cards for writing down multiple-choice selections for word meanings, or sheets of paper with words and meanings printed on them. • For most activities listed, a varied selection of literature,

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	appropriate meanings in oral presentations 48. use words for their literal, figurative and connotative meanings in oral presentations 49. use clear and exact vocabulary to convey the message and to establish the tone	- write down complete sentences and punctuate them correctly - observe appropriate word boundaries - spell new words learned - focus on the features of good description - practice representing unusual letter clusters in complex words accurately • Students play the W*ord Lottery Game* to strengthen their understanding of the meaning of high frequency words and to extend their vocabularies (see *Teachers' Guide, additional activities for Grade III*). • Students work on a homonym cloze exercise to practice selection of appropriate words (see *Teachers' Guide*) • Students use their Word Banks when they prepare planned presentations and after they have encountered new words in listening (and reading) activities. They make entries into their individual and the class Word Banks and use these as references for their oral communication and writing tasks. • Students listen to poems, rhymes and other literary selections as stimuli in listening activities and follow up with writing activities in which they write their own rhymes and poems. They then practice oral delivery by presenting them to the class.	using different text types for use as stimulus in listening tasks • Note books / exercise books for individual word banks and a larger loose-leaf notebook or flip chart for the class Word Bank • Large sheets of paper or Bristol board for writing down lists of new words to indicate literal meanings and, where appropriate, connotations • Graphic organisers pasted up as charts to indicate word associations • Charts with word lists consisting of "problem" words (especially three + syllable words), showing stress assignment • A dictionary appropriate to grade level • A thesaurus, encyclopaedia and electronic reference materials

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D. Voice Skills	50. modulate voice, vary tone, pitch and pace speech appropriately in making a planned presentation
	
	51. project voice and use appropriate volume in making a presentation
	
	52. use proper phrasing and assign stress appropriately to words in making an oral presentation
	
	53. use appropriate intonation for different sentence types
		• Students participate in choral recitation for the following purposes:
		  − to modulate voice and tone
		  − to practice pronunciation and to enunciate clearly
		  − to gain confidence in using Standard English orally
		  − to gain greater familiarity with appropriate stress assignment to words
		
		• Students form small groups organised on the basis of voice tones (high / low) to read different parts of a pre-selected poem. They focus on the pronunciation of the words and on reading with expression.
		
		• Students practice minimal pairs that cause difficulty in certain contexts e.g. *slip /sleep*; *read / rid*.
		
		• Students follow as teacher explains use of conventional markers for showing strong / heavy (´) and (˘) weak or light stress over syllables. They work on a selected word list made up of words that may cause difficulty with stress assignment (e.g. *banana* - in some instances students assign heavy to the first syllable and not the second as it should be).
			• Recordings of readings of poems and other literary material for listening and discussion of characteristics (e.g. tone, pitch, pace, enunciation etc.)
			
			• Recorded selections of students' choral renditions
			
			• Prepared checklists for group and self-evaluations of student recitations
			
			• Headphones (if possible) for individual listening activities
			
			• Charts with minimal pairs and homonyms / homophones that are problematic for students for pasting up on the wall / in the listening corner / centre
			
			• Worksheets with cloze tasks that individuals can work on

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E. Attitudes for effective oral communication	54. show willingness to initiate and maintain conversation for school-related tasks
	
	55. show respect for the ideas / opinions of others
	
	56. speak confidently in conversational exchanges and during class presentations
	
	57. show willingness to invest time in listening and speaking activities to develop oral communication skills
		• Students participate in / do the following to develop oral communication skills and achieve attainment targets in this strand:
		  - dialogues on topics selected specifically for the language arts as well as cross curricular subjects
		  - use Standard English (book language – see *Teachers' Guide*) for discussion of topics in class
		  - make planned oral presentations on a variety of subjects in the language arts and other content areas across the curriculum
		  - individual listening in the listening corner to reinforce skills learned
		  - choral recitation in groups and on their own
		  - self evaluations of recorded presentations and of group recitations
		  - whole class review of principles for maintaining courtesy in interpersonal exchanges.
			• All the resources listed for the foregoing sections

Reading

General Learning Outcomes for Reading

By the end of Grade III students should have attained all the standards for reading at Grade II as well as those at Grade III. These are:
II. 1. i. – vi; II. 2. i. – v; II. 3. i. – v; II. 4A. i. – vii; II. 4B. i.- ii; II 5. i. – iv. II.7.i; They should also be able to:

1.   select and read a variety of materials with fluency at grade level

2.   use a variety of decoding strategies

3.   use a variety of comprehension strategies

4.   show an understanding of the structure and organization of main text types

5.   read independently for a sustained period every day

6.   use different sources to find information, e.g. reference texts, encyclopaedias, the Internet

7.   use technology as an aid to improve reading ability

8.   develop vocabulary through wide reading

9.   use reading as a resource for writing.

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II. Reading			
A. Decoding and word recognition	1. use familiar word families to decode new and unfamiliar words 2. use learned strategies (syllabication, word parts, phonics) to decode unknown words 3. identify high frequency words 4. decode multi-syllabic words 5. read a variety of materials at grade level accurately and fluently 6. read and interpret increasingly complex sentences 7. decode words with silent letters, e.g. g- (as in *gnome*); k- (*knee*); -b (*lamb*); -w- (*answer*)	▪ Students practice reading 'decodable' texts at grade level to develop fluency and automaticity in decoding. They read the words, the sentences then read longer extracts in which the words are embedded. ▪ Students who need it participate in activities that reinforce phonological awareness. They use phonics as an integral strategy to decode words with complex letter clusters and unusual word families to decode unknown words (e.g. *–ough* as in *bough*, *bought*, rough, *cough*; */ight/* as in *light*; straight). ▪ Students play games, e.g. *Word Search*, *Word Bingo*; *Word Lottery* (see *Teachers' Guide*) to reinforce their knowledge of word structure. ▪ Students read (and re-read) selected familiar texts to develop speed and fluency in reading. For example, they use practice time to read a short paragraph of one hundred words as teacher times their reading and makes notes on how accurately they have decoded. After reading they answer some factual questions about the text without going back to the actual text to find the answers. This will give an indication as to whether they actually read and understood the text at a literal level.	▪ Bristol board or large sheets of cardboard for pasting up word games for use with the whole class ▪ Cards with complex letter clusters and word families ▪ Notebooks for Word Banks; one notebook for each child's use to record new words from all subject areas ▪ A dictionary and a Thesaurus appropriate to grade level ▪ A stop watch or clock with a second hand for timing students in timed reading exercises ▪ Simple time charts (with columns for recording date, time to complete reading and number of words in passage) pasted into their exercise books for their guidance in self-timing activities

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		▪ Students read aloud while teacher takes a running record of their reading. They discuss their progress based on accuracy ratings and ability to self correct. They use these session to discuss their reading choices and to set new targets for reading.	
B. Vocabulary development	8. use the context of a sentence to determine the meaning of an unknown word 9. use affixes (prefixes and suffixes) to determine the meaning of words 10. use definitions, information included in parenthesis (brackets), restatements, to determine the meaning of unfamiliar words 11. identify synonyms, antonyms, homonyms, homophones, homographs in materials they read 12. use their knowledge of synonyms, antonyms, homonyms, homophones and homographs where appropriate to determine word meanings 13. use a dictionary to check on the meaning, pronunciation and other characteristics of a word 14. use a thesaurus as a reference to select the right / most appropriate word for a given context	▪ Students work on cloze exercises that require them to use high frequency words they have encountered in their reading. They use their knowledge and understanding of words in all subjects across the curriculum to complete these exercises. ▪ Students do a *homonym cloze* exercise that requires them to select the appropriate homonym (from a list they have encountered in their readings over a period) to fill in the blanks in a prepared passage. ▪ Students list all the new and unfamiliar words they have encountered in their reading for the week. They create word groups, using a graphic organiser to group words that are related or associated in some way. They then refer to the class and individual word banks to find selected examples that can be associated with the new words. Individuals and groups explain their grouping and the ways in which the words are related / associated.	▪ Pasted up charts of hierarchical arrays that show word relationships (See *Teachers' Guide*) ▪ Individual sheets with cloze exercises ▪ Charts with letter clusters and word lists ▪ Reference materials: dictionary, thesaurus, print and electronic references in the classroom or school library ▪ Charts with "specialized" vocabulary from subjects across the curriculum ▪ Charts with homonyms, synonyms, antonyms, homophones and homographs

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	15. identify multi-syllabic words and words with complex clusters encountered in their reading and use these words appropriately in their oral and written communication 16. identify and use the appropriate collective names for animals 17. extend vocabulary by identifying and making productive use of technical terms and other new words encountered in subjects across the curriculum 18. extend vocabulary by using learned strategies to achieve ownership of words encountered in reading 19. use Word Banks productively to record and make note of the new words encountered in reading, and their meanings	▪ Students identify and list the words that they encounter in their reading in the class *Word Bank*. They also list these and other personally significant words in their individual *Word Banks*. ▪ Students write out original sentences that illustrate the meanings of the new words they encounter in their reading and include these in their Word Banks. ▪ Students heighten their awareness about homonyms (words that sound alike but mean different things e.g. *see / sea; spear / spare*) by playing the Homonym Bingo Game and other selected vocabulary building games (see *Teachers' Guide*). ▪ Students write poems and stories in which they use the words they have learned (e.g. homonyms, homophones) in unusual ways and for humorous purposes.	▪ Art materials for students to illustrate humorous homonyms ▪ Humorous selections that use homonyms and play with words in different ways for listening activities, reading and discussion ▪ Illustrations from stories that visually represent the word pictures created in a text ▪ Relevant resources, adapted as needed, from the Grade I and Grade II lists
C – Reading comprehension C – 1. Constructing meaning	20. use the strategies learned in the earlier grades to understand materials read in Grade III 21. read and understand material across the curriculum, at grade level 22. relate prior knowledge to information given in a reading selection to make an appropriate	▪ Students keep a reading log (an exercise or note book) in which they record the books (fiction and non-fiction) that they have read. After reading a book, they write a short report on or an explanation about the book. They use information from these reports in planned oral presentations in class discussions about the book and in their writing.	▪ Exercise books or large notebooks for use as individual reading logs ▪ Reading materials from subjects across the curriculum and varied expository selections from different sources appropriate to grade level

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	inference 23. use background knowledge, experience and selective information in a reading selection to form a judgement about a particular point or issue 24. generate questions about the text based on prior knowledge as an aid to understanding 25. answer questions at the literal (explicit level) about a reading selection 26. answer questions at an implicit (inferential level) about a reading selection 27. use question and answer relationship (QAR) strategies to identify answers to questions about a reading selection	▪ Before reading a selection students read the title, anticipate what the text will be about, based on the title, and relate their prior knowledge to make predictions about the text. After reading they discuss the content to confirm / disconfirm their predictions. ▪ Students generate questions about the reading selection to make appropriate associations between relevant parts as a means of understanding the text. ▪ During reading, students make predictions about the outcomes based on the information given and on their background knowledge. They read on to confirm or disconfirm these predictions. ▪ Students answer questions about a reading selection at the literal (explicit) level and inferential (implicit) level by applying QAR strategies to their reading and analysis of the material (see *Teachers' Guide*).	▪ Newspaper articles / clippings from local papers and magazines that deal with topics of interest to third graders ▪ A selection of children's magazines appropriate to grade level ▪ Charts representing key questions and steps for applying QAR strategies
C - 2. Critical Reading	28. apply the comprehension kills learned in earlier grades to understand the meaning of a text 29. use think and search strategies to make correct inferences about a text 30. identify the main idea in a reading selection	▪ Students participate in pre-reading activities that help them to relate their prior knowledge and background experience to the selection to be read. They read the title of the selection and make predictions about the content. ▪ Students use the title, the blurb, chapter headings and subheadings to activate their prior knowledge about a book and to orient	▪ Pictures, pictures in series, other visuals that can be used in pre-reading exercises to generate discussion about the text to be read ▪ Field trips to interesting, related sites that will enhance students' understanding of concepts that they will

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	31. identify supporting details in a paragraph
	
	32. read more challenging texts at the Grade III level and interpret them beyond the literal level
	
	33. read a variety of texts independently
	
	34. relate background knowledge with information given in a text to make an inference
	
	35. skim parts of a text to get relevant facts
	
	36. scan a text to get an idea of the gist of it
	
	37. use knowledge of print conventions as an aid in constructing the meaning of a text
	
	38. distinguish between relevant and superfluous material in an informational passage
	
	39. use comprehension strategies employed in language arts to understand materials in subjects across the curriculum
		themselves to it for independent and group reading activities.
		
		▪ Students summarise parts of the text as they read in order to figure out the main idea. They also write a one sentence summary of each paragraph and identify the topic to help them determine the main idea. They discuss the difference between the topic sentence and subordinate statements to distinguish between the main idea and supporting details.
		
		▪ Students use graphic organisers to group ideas according to their importance to distinguish between topic and subordinate sentences and main idea and supporting details. They also use similar graphic organisers to distinguish between important (essential) and less important information in making a summary of the text.
		
		▪ Students observe as teacher models a think aloud process to demonstrate the use of various comprehension strategies, e.g. asking pertinent questions about the text to make a prediction, or associating relevant clues in the text to make an appropriate inference.
		
		▪ Students use Question and Answer Relationships (QARs) as a strategy to understand the literal and implied meanings
			encounter in their reading of subject matter across the curriculum
			
			▪ A reading corner with a collection of interesting and varied reading materials, including comics advertisements, newspaper and magazine articles, poetry and a wide selection of graded fiction and non-fiction books
			
			▪ Bristol board / flip chart paper and poster boards for making the charts that go up on the walls of the classroom for student reference
			
			▪ All the relevant resources listed for the earlier grades, including those that may be needed as an aid for revision by students
			
			▪ Teacher as a resource to:
			  - model appropriate strategies for comprehension
			  - help students to use queries effectively to overcome

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		of a reading selection (See *Teachers' Guide*). ▪ After reading, students extend their understanding of the text by explaining what they have read, re-reading the selection in greater depth and by imagining what might have happened beyond the immediate events presented by the author. They also respond to the text in different ways, such as writing a report on it and telling classmates and teacher about it.	misunderstandings while they read - monitor students' progress as readers with a view to helping them become proficient readers - guide students in their choices of reading materials for independent reading sessions
C- 3 – Understanding of informational / expository text	40. distinguish between fiction and non-fiction selections 41. show an understanding of the structure and organisation of an expository paragraph 42. use the title, table of contents, indices and glossary to locate information in a text 43. distinguish between the main idea and supporting information in an expository text 44. follow simple written instructions on how to make or do something 45. follow written directions on how to get from one location to another 46. use charts, diagrams and other graphic information in an expository selection as an aid to	▪ Students read an expository paragraph and focus on its structure. They identify the topic sentence and subordinate sentences. They identify and discuss the main idea, the supporting details and discuss the writer's purpose, the presentation of the information and the contribution of the supporting information to the clarification of the main idea. ▪ Students read simple instructions on how to carry out a simple experiment from another subject across the curriculum (e.g. Science - setting up seeds for germination). They carry out the instructions and link this activity with writing by making notes on the procedures they followed and their observations of the results of the experiment. They make oral presentations to the class on the procedures they used and on what they observed.	▪ Illustrative charts that indicate key characteristics of text types and that point out the difference between: fiction and non-fiction ▪ A selection of reading materials from other content areas across the curriculum for discussion and analysis of exposition and content ▪ Charts, graphs and diagrams from other subjects across the curriculum with information that can be represented in sentences in one or two paragraphs ▪ Maps, real and others of imagined territory made up

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	understanding the text 47. evaluate the contribution of graphic information to an expository selection 48. represent information presented in a chart in an expository passage in written format 49. show understanding of the organisation of an encyclopaedia to find information	▪ Students read book blurbs to make predictions about the focus and content of a book as well as its usefulness based on the description given in the blurb. ▪ Students focus on a chart presented in an expository selection. They discuss the contents of the chart and its contribution to the text. They identify the important points and useful supporting information and present this information in a short expository paragraph.	by students for use as stimuli in writing out directions and reading them ▪ An encyclopaedia suitable to grade level
C - 4 Understanding of narrative and other literature texts	50. read a wide range of literary material appropriate to grade level 51. distinguish between different literature text types such as stories, poems, plays 52. explain the basic features of the plots of fables, folk tales, fairy tales, adventure stories (myths, legends, mystery stories) appropriate to grade level 53. show an understanding of story grammar (the plot structure and organisation of a story) 54. use the elements of story grammar to aid their understanding of new and unfamiliar stories 55. discuss the contribution of	▪ Students read poems aloud with expression in class to focus on the rhythmic patterns and the lyricism of the verses. They clap or tap softly to follow the rhythm of the lines. ▪ Students discuss the features of different narrative plots as exemplified in fables, fairy tales, folk tales and adventure stories appropriate to the grade level. They use the elements of the story grammar as a basis for discussing unfamiliar narratives. They also work in groups to read and discuss an unfamiliar story and to complete a graphic to represent the story grammar. As a follow up activity groups present their analysis of the story to the whole class, using the graphic as a guide to talk about the setting, characters and events of the plot. ▪ Students read plays appropriate to the level	▪ A wide and varied selection of literature representing different genres and appropriate to grade level ▪ Sheets of paper with suitable graphic organiser for representing the story grammar of narratives that students read ▪ Charts with the mapped story grammar of the narratives being read by the whole class ▪ Flip chart, Bristol board for charts and adhesive for pasting them up

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	illustrations to a narrative selection 56. identify rhythmic patterns and rhyming words in poetry	and compare the organisation of the material with the basic elements of narrative structure as presented in story grammar. They work in small groups to role play scenes from plays or adapt parts of a familiar story for role play. Groups take turns with their presentations and comment on each other's presentation.	
D. Responding to Literature	57. identify the speaker (persona) in a poem 58. identify the narrator of a story 59. distinguish between and use the terms that refer to the elements of story grammar (setting, plot, character, theme) 60. compare two familiar stories they have read 61. compare the main characters in stories they have read 62. determine what a character is like based on what the narrator and other characters say 63. use the blurb of a text to determine the usefulness and relevance of the text 64. recognise features of poems that appeal to the senses (e.g. alliteration, onomatopoeia, simile) 65. determine the underlying theme or	▪ Students read a story to identify the narrator. They discuss whether the story is told by a character or by a narrator outside the action of the story. They discuss this in relation to the point of view or perspective from which the story is told. ▪ Students use the story grammar to set out graphically the structure of a story and to show the plot structure. ▪ Students use a Venn diagram as a graphic organiser to compare two stories or two characters in one or two stories (see *Teachers' Guide*) ▪ Students view a version of a story they have read and compare the visual presentation with the written version. They compare the portrayal of the characters by the author and the film maker and discuss the strengths / merits of the two versions. ▪ Students respond to the literature they read in various ways, such as:	▪ A blank story grammar graphic on a large sheet of Bristol board / flip chart paper ▪ Examples of completed story grammars for books that have been read ▪ Adhesive for pasting up charts and materials for artwork ▪ Access to technology (monitor, VCR, DVD player, computer) and videotapes / DVDs, CDs of selected materials for viewing and discussion ▪ Example of a sample Venn diagram comparing two books students have read ▪ Smaller sheets with blank

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	message conveyed by the author of a narrative	- retelling a story they have read to the rest of the class - making up a play about the story they have read and performing it - drawing their favourite character in a story, or drawing the setting of a story as they have imagined it to be from their reading - imagining and making up a different ending for a story and discussing the impact that the different ending would have on the characters - doing a time line of events in a story and illustrating it - writing short book blurbs for the stories that they have read. ▪ Students imagine what two characters might say to each other beyond what is actually said in the book and they pretend to be the characters and write letters to each other.	Venn diagrams for use by students ▪ A wide selection of literature: story books, poetry, biographies, autobiographies, children's magazines and newspaper clippings appropriate to grade level ▪ Teacher as a resource to: - make good selections of literature available to students for group and independent reading - develop varied activities that allow students to express their responses to literature in different ways - guide students in their selection of books - model good reading strategies for students
E. Reading and writing connections	66. use reading as a resource for writing 67. apply what they have learned about features of text types to their own writing, as appropriate 68. use a reading journal to record observations and ideas as a resource for writing	▪ Students write different endings to the stories they have read (Narrative) and then write a short explanation (Expository) as to why they ended the story in the way they did. They also write sequels to selected stories that they have read. ▪ Students write a letter to the author of a book saying whether they liked it or not and asking some questions about things they	▪ All the resources listed in the foregoing sections.

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		wanted to find out. ▪ Students pretend to be a character in a book they have read and they write a letter to another character in the book, expressing their views / feelings about an event in which both characters were involved.	
F. Attitudes and Interest	69. focus their attention on the reading selection during independent silent reading 70. show willingness to try new and more challenging texts 71. justify reading preferences 72. search out additional texts by a favourite author 73. use books as a source of information 74. show enthusiasm for and participate in reading activities that are part of the daily class routine	▪ Students make presentations to the class from the *reader's chair* to read a selection from a book and to talk about it. ▪ Students read independently and silently for a sustained period every day. They use the reading corner / class library to select materials of interest as well as tapes that they can listen to and follow in their books as they listen. ▪ Students complete a log of the books they have read and they write book reports, character sketches and make illustrations based on their reading.	▪ All the resources listed in the foregoing sections ▪ Teacher as a primary resource to: - foster a love for reading - create an environment that is conducive to reading - provide feedback to students about their progress in reading - guide students in making choices for further reading - help students set new targets for reading

Writing

General Learning Outcomes for Writing

By the end of Grade III students should have attained all the standards for writing at Grade II as well as those at Grade III. These are: V. 6. i – viii; V. 7; i – ii; V. 7A. i – ii; V. 7B. i – iv; V. 7C. i – iii; V. 7D. i. In addition, they should be able to:

1. use sentences that are grammatical, well formed and more complex in their writing

2. organise their writing into paragraphs

3. state the purpose for writing and write for a variety of purposes including:
    -   for self, for personal pleasure and enjoyment
    -   to explain
    -   to describe
    -   to report
    -   to write about a real or imagined experience

4.   shape their writing for a particular audience

5. use process strategies to generate ideas for writing, to revise, proofread and edit their work

6. use the selected text types they have studied in their writing

7. use print and technological resources for locating information

8. select words for their appropriateness and exactness in conveying intended meanings

9. use the conventions of English in their writing

10. write legibly

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III. Writing			
A. – 1. Writing for self and for a chosen audience	1. decide on the audience for a particular written communication and shape it for that audience 2. write personal letters both friendly and formal 3. write invitations, thank you notes and letters, letters of apology 4. address an envelope appropriately 5. use a diary for recording personal information 6. write simple lists and notes for accomplishing everyday tasks 7. use journals to record ideas for writing and writing samples 8. record brief (telephone) messages conveyed by a speaker	▪ Students read a selected extract (in which the writer has a specific audience in mind). They examine the information to identify the audience and discuss with teacher and classmates whether the information, use of language and tone of the extract are appropriate for the intended audience. ▪ Students identify an individual, from a list suggested by teacher, to whom they will write a formal letter of invitation to attend an upcoming school event. They brainstorm or make brief notes about the information they will include. They examine and discuss examples of the formal letter format that teacher presents and they select and use an appropriate format for their letters. They apply process strategies to revise and edit their letters. ▪ Students revise the friendly letter format and write a letter to a friend about the same upcoming school event. They compare the formal and friendly versions of the letters they have written and discuss features such as format, appropriateness of tone, and language. ▪ Students read and discuss selections from literary diary works. They discuss the format, the purpose of a diary, and the	▪ Reading selections from diary works for children, for example, appropriate selections from The Diary of Anne Frank and The Secret Diary of Adrian Mole as well as examples from the writing of children that they would like to share. ▪ Extracts from various sources that exemplify different types of writing, e.g., formal and friendly letters, thank you notes ▪ Examples of different types of invitations, including samples of letters and pre-printed cards ▪ Blank cards for writing formatted invitations, and other notes ▪ Art materials for decorating and illustrating their cards, journals and diaries ▪ Class "to do" lists with assigned tasks for display and adhesive for pasting on the wall ▪ Exercise or note books for use as journals

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		language and tone of the selections read. They write a selection (intended for sharing) and give and receive feedback from teacher and classmates on the selection. Students have a prerogative to keep selected entries private. ▪ Students maintain a journal in which they record their ideas for writing as well as other personal reflections on different subjects. They use their journal entries as resources for writing.	
A – 2. writing to develop academic proficiency	9. write with a clear purpose and a particular audience in mind 10. develop an expository paragraph from a topic sentence and provide supporting details that explain and clarify the topic sentence 11. write an expository paragraph that focuses on a central idea 12. write simple directions that indicate clearly how to get from one place to another 13. write simple instructions on how to make or do something 14. write a simple notice about an upcoming school or community event 15. write an account of an event	▪ Students work on a project organised around an upcoming popular school event. As a whole class activity they discuss with the teacher the purpose of the event, its tradition as well as school plans for celebrating the event. They also generate ideas for the contributions the class will make to the event. Students work in small groups on designated writing tasks such as writing notices and creating posters for the event. They link with activities in art class to illustrate and design the notices and posters. They write an expository paragraph intended for the local newspaper in which they provide information about the event and they write formal letters of invitation to identified officials. They also write formal letters of request in which they seek support from a local firm for the event. They also prepare an advertisement intended for the radio. Students apply process strategies to all of	▪ Expository paragraphs / passages from subject areas across the curriculum that lend themselves to representation in the format of a chart or a table ▪ Poster paper for posters and notices ▪ Markers and coloured pencils, glue, unlined paper ▪ Clippings from newspapers and magazines ▪ Selected brochures using interesting designs and formats and good organization of information ▪ Examples of (real) posters and notices.

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	based on personal experience 16. write a report of a simple experiment 17. represent the information in a simple chart in the form of a paragraph of a few sentences 18. write descriptions of people, places, objects and animals, using concrete sensory details to convey a specific impression 19. write a factual account of an event 20. write a story with a beginning, middle and an end; with a clear setting, character(s) and events that make up a plot 21. select words carefully to convey the intended meaning of the written communication	these writing tasks and they revise and edit carefully before submitting the final versions. ▪ Students revise the format for the friendly and formal letter. They study how the address is presented in the letter and on the envelope. They work in small groups to examine samples of appropriately addressed envelopes and letters and they generate a list of features of appropriate formats based on their observations. The groups work with teacher to prepare sample formats on large sheets of paper for display. ▪ Students use different visual representations as aids in working out main idea, topic sentence and supporting information as they learn to organise an expository paragraph. For example, they use the *paragraph person* or a *spider-gram* to organise the information (see *Teachers' Guide*) ▪ Students work with teacher to develop a list of words that appeal to the senses. They also use key words that are related to the senses, as well as concrete descriptive words (e.g. for smell: *fragrant*, *smoky*). They explore connotations, e.g., for *walk*: e.g. *stroll*, *strut*, *stride*. They use these words in their descriptions and their stories to create a unified impression for the reader.	▪ Materials from art and craft class for creating attractive posters ▪ Bristol board for creating oversized lists ▪ Examples of street maps or maps done in Social Studies / Geography class ▪ Clippings from newspapers and magazines as examples to stimulate critical reading and to illustrate the use of captions, headings etc. ▪ Charts with story grammar as aids for teaching the structure of narratives ▪ Large pictures for use as stimuli to help students focus on central theme / idea and supporting points ▪ Pictures in series for use as stimuli in writing a short report ▪ Large sheets of paper for appropriate graphics to organise information

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B. Writing process strategies	22. use the process strategies learned in earlier grades to revise and edit their writing 23. use pre-writing strategies such as brainstorming to generate ideas for their writing 24. use a cluster or a simple outline to organise their ideas and plan their writing 25. read over their writing to improve the organization of ideas, word choice and clarity of sentences 26. work with classmates to read, respond to and discuss compositions they have written 27. edit writing to produce a good final product 28. use the computer and appropriate software to compose, revise and edit their writing 29. prepare their writing for publication in the class or school magazine or the authors' wall space in the class	▪ As a pre-writing exercise students discuss the topic for writing or focus on the picture stimulus that they will provide a basis for writing. They brainstorm about the topic and jot down their ideas for writing. They group the ideas for organisation into paragraphs and begin to draft the composition using the ideas they have jotted down. They expand on their ideas as they engage in the process of drafting. ▪ Students share what they have written with classmates. They read their compositions aloud, answer questions and provide clarification or further explanation as needed. They revise the content and organisation of their compositions, paying attention to the comments and suggestions made, as appropriate. ▪ Students work with the teacher to create checklists that guide them to look for important features of compositions. They use these in pairs or small groups to guide their reading of each other's writing and to revise and edit their own work. They also participate in writing conferences with teacher to focus on their writing and to get feedback and further guidance. ▪ Under the guidance of the teacher or computer instructor, students use aided writing software programmes to revise and	▪ All the resources listed in the foregoing sections ▪ Charts illustrating use of the cluster as an organizing graphic ▪ Charts showing simple outline format ▪ Large charts with question prompts for guiding critical reading of compositions ▪ Access to computers in school or class and software for guided support in revising compositions ▪ Materials for illustrating their work, e.g. coloured pencils, finger paints, water colours, paint brushes etc. ▪ Large folders for individual portfolios in which students keep samples of their writing ▪ Materials for collating best written work into "books"; e.g., binders or ribbon, cardboard / cover stock, glue, stapling machine

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		edit their writing.	
C. Research skills	30. show understanding of the organisation of reference materials such as a dictionary, thesaurus and encyclopaedia 31. use the available print reference materials to read about a selected topic 32. use technological, online reference resources to read about a selected topic 33. make notes in their own words based on what they have read 34. paraphrase information 35. use quotation marks to indicate information taken directly from a printed or technological source 36. use their notes to write a paragraph about a selected topic	▪ Students learn to use the dictionary and thesaurus as references for checking on word meanings and other features of words. They learn the organisation and structure of these references as well as that of an encyclopaedia to locate information on a topic. Students read the information and *make notes in their own words*. They use quotation marks to indicate information that they have written directly from the reference text. With the guidance of teacher, students also learn to use online reference resources and are careful to indicate the source of any information that they use. ▪ Students read simple expository paragraphs and represent the information given in their own words. They paraphrase points, and take care to observe the appropriate conventions for representing information taken directly from a text.	▪ Print reference resources: a dictionary, thesaurus and encyclopaedia appropriate to grade level ▪ A computer and access to online technological reference resources
D. Conventions of written (and oral) English	37. show mastery of the writing conventions learned in earlier grades 38. write and speak using the conventions of Standard English appropriate to grade level 39. organise writing in paragraphs	▪ Students focus on the conventions of English during the revision of their work. They check their sentences for clarity and to ensure that they are well formed and complete. They apply the conventions that they have learned as they edit their work. ▪ Students exercise care in shaping their handwriting as they revise and prepare the	▪ The resources indicated in the foregoing section ▪ Appropriately lined exercise books for guiding handwriting ▪ Pens, pencils, paper, erasers and other materials for writing

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	40. control shaping of handwriting more consistently 41. use appropriate spacing between letters and words 42. write legibly	final drafts for submission. They observe word boundaries by leaving appropriate spaces between words and they also link letters appropriately within words. Students with obvious difficulties use double lined sheets for greater control in shaping their letters.	▪ A tape recorder and blank tapes to record, listen to and evaluate students' use of English conventions in their planned oral presentations
D. – 1. Grammar	43. read or listen to a communication appropriate to grade level to identify instances of ungrammatical English usage 44. write and speak using correct grammar 45. identify instances in which subject and verb agreement is not adhered to in a written or spoken communication 46. read over writing and listen to a planned oral presentation to check for correct subject and verb agreement 47. use subjects and verbs correctly in sentences 48. read or listen to a communication to identify appropriate use of pronouns, adjectives and articles 49. use pronouns, adjectives and articles correctly in writing	▪ Students read examples of literature in which the grammar is error free and the language is edifying and appropriate to grade level. They read selections in which present, past and future tenses are used appropriately and they identify the use of these tenses in a story to identify ongoing action in the present (-*ing* verb endings) and completed action in the past (-*ed* verb endings). ▪ Students read a prepared and adapted extract in which the pronouns have been eliminated and nouns used in their place. From a list of pronouns, students choose the appropriate pronoun that should replace the noun in a given context. ▪ Students listen selectively for correct usage of specific grammar elements in recordings of oral presentations given by various members of the class. They make a note of the errors they have identified and discuss them with classmates after the listening exercise. ▪ Students use a grammar checklist as a guide.	▪ Well-chosen passages that exemplify grammar points being taught ▪ Recordings of stories that provide good models of the conventions of English ▪ Checklists with grammar points for students' use during revision of their writing ▪ Charts showing word class functions in relation to specific text samples read ▪ Recordings of presentations given by students ▪ A tape recorder and access to electronic resources for checking on grammar points

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	and speaking 50. identify instances of inappropriate agreement between pronouns and their antecedents and use correct pronouns in writing and speaking 51. use present, past and future tenses accurately in speaking and writing 52. distinguish between the use of possessive *its* and the contraction *it's* (meaning *it is*) 53. identify and use correctly *there*, *their*, *there's theirs* and *they* in writing 54. proofread their writing to identify and correct grammar errors	in revising and editing their written work. They make appropriate corrections before preparing and submitting the final copy.	
D. – 2. Sentence Structure	55. write complete, clear and well formed sentences 56. use the different sentence types: declarative, interrogative, imperative and exclamatory in writing 57. write complex sentence patterns	▪ Students write paragraphs and compositions in which they use the different sentence types appropriately. They also try to write sentences with more complex structures than in the previous grade. In conferences with teacher, students focus on their use of grammar and on ways in which they can improve on their sentences to make them grammatical, clear and understandable.	▪ Samples of students' writing ▪ Charts with sentence patterns and examples of sentences for display ▪ Checklists with questions for students' use in revising their writing
D. – 3. Punctuation	58. use the punctuation marks learned in the earlier grades	▪ Students read over their writing and focus on punctuation of their sentences to correct any	▪ Charts illustrating functions of punctuation marks for display

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	accurately
	59. punctuate sentences correctly, using the full stop, question mark, exclamation mark as appropriate
	60. use the comma appropriately in:
	  - addresses
	  - in the greeting and closure of a friendly letter
	  - to separate items in a series
	  - to separate numerals in dates
	61. use quotation marks to indicate dialogue in a story
	62. use capital letters for:
	  - the names of geographical areas (towns, cities, parishes, islands, countries)
	  - holidays (e.g. New Year's Day)
	  - special events
	  - historical periods
		errors they identify. They use prepared checklists and refer to charts and other references in class to verify correct usage as they revise their writing.
		
		▪ Students attend scheduled conferences with teacher to discuss their writing and to focus on the punctuation they have used. They identify any errors they have made and review the principles for accurate usage.
		
		▪ Students play *Punctuation Bingo* (see *Teachers' Guide*) as individuals or in teams to apply their knowledge of the punctuation marks they have learned.
			▪ Samples of students' writing
			
			▪ Materials for *Punctuation Bingo* game: cards with punctuation marks students have learned, strips of paper with unpunctuated sentences, a box for cards and strips (see *Teachers' Guide*)
			
			▪ Checklists of questions for students' use during revision

D. – 4. Spelling	63. show mastery of the skills and	▪ Students record the new and unfamiliar	▪ Note books / Exercise books for

Domains, strands and topics	Specific Learning Outcomes. Knowledge, skills and attitudes *By the end of Grade III students should be able to:*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*

	strategies learned in earlier grades to spell words correctly at grade level
	
	64. spell multi-syllable and compound words correctly
	
	65. use the individual words in a compound word as an aid to spell the whole word correctly
	
	66. spell high frequency words encountered in reading
	
	67. use spelling rules where appropriate as an aid to spell words correctly
		words encountered in reading in their *Word Banks* and they use these words in their writing and planned oral presentations. They invest time in learning how to spell these words and understand their meanings.
		
		▪ Students observe as teacher models selected spelling strategies, e.g.
		  - using questions to relate new words to unknown words that have similar patterns
		  - sounding out words in parts
		  - segmenting words into manageable syllables
		  - identifying smaller, familiar words within longer words
		and they use these strategies in their own efforts to spell.
		
		▪ Students maintain spelling logs (a section of their writing journal or a separate exercise book) in which they write personal notes on spelling rules and other significant points they have learned or need to remember about spelling new words, about word families or categories. They use sentence prompts on a prepared chart as an aid to start writing down their reflections or notes / mnemonics bout spelling unfamiliar words.
		
		▪ Students take down dictation read by teacher in which they focus on spelling correctly selected new words they have encountered in
			spelling logs
			
			▪ Bristol board for making up sentence prompt charts and other useful charts
			
			▪ Marker boards, makers and magnetic letters
			
			▪ Adhesive for attaching cards to chalkboard or wall
			
			▪ Suitable extracts including high frequency and new words learned for dictation
			
			▪ Charts to show word families – collected around topics students encounter in different subjects

Domains, strands and topics	Specific Learning Outcomes. Knowledge, skills and attitudes *By the end of Grade III students should be able to:*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
		reading.	
E. Attitudes and Interest	68. show interest and enthusiasm in writing 69. show increasing interest and engagement in writing for self and others 70. show increasing commitment to writing across the curriculum to complete a range of assignments 71. show interest in using available technology to compose and revise their writing 72. use the available technology to enhance work that is intended for display 73. work on projects that incorporate all the domains of the language arts	▪ Students bring in samples from the newspaper, the funnies / comics that they enjoyed reading for sharing and discussion. They use the opportunity provided for sharing to say why they liked a particular book or article or comic. ▪ Students prepare their work for display on Open Day. They select the best examples of writing from their portfolios and group projects. They illustrate them and enhance these for presentation to an audience. ▪ Students show effort in using the conventions of oral and written English in their communication. They also show effort in learning to spell and they use time scheduled for these activities to improve their writing.	▪ All the resources listed in the foregoing sections ▪ Appropriate and varied recordings for use as stimuli for writing ▪ Actual events in the school and community as stimuli for project work or specialized tasks ▪ Resource people from the community to address students on a range of topics of interest appropriate to grade level ▪ *Teacher as resource to*: - help students set goals for further learning - teach strategies for problem solving - diagnose learning problems and address them in an effective way - model mental strategies for students - help students make good use of learning resources - help students develop positive attitudes towards learning

Assessment

In Grade III, assessment of student progress and ownership of concepts should be ongoing and evaluated through specific tasks set, anecdotal records kept by teacher, assessment of specific activities done in collaborative groups, the student's own self-evaluation on selected tasks, samples of work in portfolios as well as quizzes and discrete tests given from time to time throughout the year. It will be necessary to do entry level assessments for certain skills in selected domains to determine whether students have achieved mastery of the standards set for Grade II. The purpose of the entry level assessment is to find out where students are with respect to their acquisition of the requisite skills, to determine the standards that they need to begin work in Grade III, and to plan instruction. Some students will have made significant advances with respect to achievement of the standards and attainment targets while some others may not have acquired all the standards. Entry level assessment in critical areas will allow teacher to determine whether some students have gaps in their knowledge or have not acquired the requisite skills or attained the standards. This will enable them to plan and provide intensive instruction for those students who need it.

During the course of the year, student progress will have to be monitored as they work to achieve the specific instructional objectives within the domains. These are specified in the chart below and can be monitored through a variety of tasks and activities on an on-going basis. An important area to be monitored throughout the year is the acquisition and use of Standard English book language for academic written and oral communication purposes. The planned oral presentations will allow for regular monitoring of progress toward the standards for oral communication for school tasks. The use of the portfolio of compositions done over the course of the year will be an important basis for evaluating progress in writing.   The portfolio will also allow for some self-evaluation by students and their peers.

Specific tests given at discrete times throughout the year are also necessary for the assessment of student progress toward achievement of the standards in the various domains. Some schools may choose to give such tests in mid term and at the end of each term as well, while others may give these at more regular intervals. These tests must be considered in conjunction with other types of assessment and monitoring activities in order to evaluate a student's attainment of the standards for the grade.

It is important to remember that the primary objective of instruction throughout the year is to enable students to acquire the requisite skills and achieve the standards set for the grade. Continuous monitoring of student progress through the tasks they work on throughout the year will provide a framework for evaluating students' learning without placing too great an emphasis on formal testing at one point only or over a short period. However, final (or end-of-year) assessment will also provide additional information as to how students have progressed with regard to the standards throughout the year. These tests should sample the critical skills and standards that a Grade III student should have. The test scores for the final assessment as well as those of other tests given at intervals during the year, teacher's notes, and the writing samples in the student's portfolio will allow for a comprehensive evaluation of the student's progress over the year.

We must achieve a balance between teaching and testing – with the emphasis on the former - that will allow us to keep abreast of our students' progress while providing them with the motivation to keep on learning and to achieve the standards set for the grade.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
1. Decoding / word recognition	A. Entry level Standards: II. 1. ii & v. Entry-level assessment seeks to find out whether 1. students can read a text at upper level Grade II / beginning level Grade III fluently and 2. whether they can apply the decoding strategies they learned in Grade II to decode new and unfamiliar words in a Grade III level text.	i. Assessment is for accuracy and fluency of decoding. Give students a short extract from a Grade III text (one intended for use early in the term) that includes some new and unfamiliar words. Check to determine whether students are successfully applying the decoding strategies they have learned. ii. Take a running record while the student is reading to check for accuracy and fluency.	• An expository paragraph appropriate to grade level. A selection on a subject of general interest or one from another subject across the curriculum would be appropriate • A short narrative appropriate to grade level	• Based on the results of the entry-level assessment, determine the needs of students and organise instruction in small groups as appropriate for those students who may have some difficulties and may need some focused help to bring them up to level. • Organise flexible groupings so that normal instruction can continue at grade level for all the students.
	B. Monitoring progress Standards: II. 1. i. – v. 3. Monitor progress towards the mastery of the skills indicated in the standards. Assess individual progress every four to six weeks.	iii. Assess fluency by having students read one of the selected texts at level. Individual progress on fluency can be monitored on a regular basis during reading conferences; modulation, expression (Standard II.1. v) can be monitored in read aloud class sessions and conferences. iv. Accuracy can also be monitored during individual conferences in which students can be asked to read a list with high frequency and some unfamiliar words before they read an extract in which these are embedded. v. Monitor the learning and use of strategies by students to build fluency.	• Word lists with high frequency words and new and unfamiliar words that are encountered in the language arts and subjects across the curriculum • Short expository paragraphs appropriate to grade level • Narratives appropriate to grade level • Forms for recording fluency and accuracy rates	• Instruction is towards the achievement of the standards listed under II. 1. Plan shared reading sessions and provide guided reading instruction for struggling readers who need it. • Schedule time for group and individual reading every day. • Schedule time for discussion of material read every day and check students' understanding of what is read. • Schedule reading conferences on a regular basis.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessing attainment of the standards Standards II. 1. i. – vi. 4. Final assessment should determine whether students have achieved the standards and attainment targets for this strand. 5. In addition to the monitoring done throughout the year, final assessment should seek to determine proficiency particularly in the following: II.1. i., iv & v.	vi. Take a running record of an individual student's reading of an expository and a narrative selection. Selections should be roughly one hundred words. vii. Assess for accuracy of and fluency in decoding and the ability to self-correct when a mistake has been made.	• Short selections of narrative and expository text. • Running record blank forms (see *Teachers' Guide*). • Photocopied text selections with space for making notations between lines.	• Include notes on each student's fluency, accuracy rate and general decoding ability (see standards) for submission to teacher of Grade IV. • Indicate those who may need individualised attention early in Grade IV.
2. Vocabulary and concept development	A. Entry level Standards: II. 2. i. 3.i.; II. 3. 1. On entry, assess students' ability to determine the meaning of a word using the context of the sentence in which it occurs as well as surrounding text. 2. Assess their ability to apply the strategy of using context to determine word meaning.	i. Use the same texts selected for the entry-level assessment for the decoding strand as well. The text will have some new words that they will encounter in the reading materials in Grade III	• Short expository selections of approximately one hundred words in length. Selections from subjects across the curriculum would be appropriate • Brief narratives. Begin with these as students are likely to find them easier to process than the expository selections	• Use the entry-level assessment to determine whether students are able to use context of a sentence and the surrounding text to figure out the meaning of an unknown word. If they cannot use the strategy, plan to teach it early in Grade III. Use mental modelling to illustrate the thinking process they would use. • Work with students until they gain confidence in using the strategy independently.
	B. Monitoring progress Standards I. 2. i., II. 2. i. – v.; IV. 2. i. V. 2. i. – ii.	ii. Students will be working throughout the year to achieve the standards in this strand. Activities across all four	• Varied and interesting literary selections (Standard II. 2. i.)	• Check all the specific outcomes for this strand on pages 32 and 33. Design instructional activities

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	3. Monitor developing proficiency of students as they work towards mastery of these standards.	domains will be useful in helping them to develop vocabulary. Progress should therefore be monitored on an ongoing basis across all the domains indicated for this strand (see pages 4 and 5). iii. Monitor their ability to identify new words in the materials they listen to and read. Model the strategy of using context to determine the meaning of a word. Indicate and help them to identify instances when context does not provide enough information to allow a reader to determine the meaning of a word. iv. In these instances teach them the use of a dictionary to determine the meaning of a word. (Standard II. 2. v.) v. Monitor vocabulary development in planned oral presentations and in writing. Check Word Bank entries to determine whether words are used appropriately and for their intended meanings in the illustrative sentences that students generate.	• Expository materials • Narratives • (See selected activities and resources – pages 32 – 33)	around those suggested on these pages as well as in the *Teachers' Guide*. The objective of the monitoring assessments is to help students attain the standards and targets set for this strand. • Monitor students' use of learned strategies to understand word meanings in context as well as the use of the dictionary when context is inadequate. • Monitor progress in understanding specific vocabulary e.g. synonyms, antonyms (See Outcomes B. 11 – 12, page 32 as well as others listed in Section B for this strand in the Outcomes document, pages 32 - 33).
	C. Assessing attainment of the standards Standards II.2. i, ii, iii, v; IV.2. i.; V; 2. ii.	vi. Assessment of this strand can be done in conjunction with other related strands across the domains. Vocabulary development should be assessed	• Selected texts for listening • Varied reading materials from different genres and	• Assessments of vocabulary use in oral communication should provide an indication of areas to be emphasised early in Grade IV. Students

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	4. Final assessment should consider attainment of these standards. Students' progress in all of these will have been monitored during the course of the year and specific tests may also have been given on specific standards at mid or end of term. The final assessment of this strand across the domains can be tested in selected listening activities. Planned oral presentations and written work. 5. Tests set across the domains to include a component of this strand can be of discrete, short answer and free response types.	in both oral and written communication using a selection of assessment formats that are appropriate (see *Teachers' Guide*). vii. Discrete tests alone will not give an indication of the breadth and scope of vocabulary development. Through wide reading students will have learned well over two thousand words in Grade III. A determination of their knowledge and understanding of high frequency words at level as well as their ownership of these words and productive use of them can be estimated through relevant assessment of free response writing tasks across the domains.	subjects across the curriculum • Selected oral and written communication tasks designed for assessment purposes	should sustain use of Standard English and use a range of appropriate words in their oral and written presentations. Instruction in Grade IV will build upon the skills developed in Grade III.
3. Comprehension	A. Entry level Standards: I. 3. i. – ii; II. 3. ii & v; III. 3. ii; IV. 3. iii; V. 3. i. & iii; VI. 3. i. 1. Entry-level assessment is done to determine whether students can understand materials appropriate to grade level. 2. Assessment at this stage	i. Select a short expository passage appropriate to grade level and ask students to read it and answer some questions on it. This will give an indication as to whether they can understand the material at a literal level as well as make some inferences about it. Students may also be asked to paraphrase the paragraph. ii. Have students read or listen to a short narrative and retell the	• Reading selections from those scheduled for the early part of the year • A listening text appropriate to grade level	• Entry-level assessment should determine whether students can read and understand grade level materials and whether they are using the comprehension strategies they have learned as they try to understand the text. Indications of gaps in the knowledge of strategies and the inability to repair misunderstandings through the application of appropriate strategies will

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	will therefore focus on how well students understand meaning of grade appropriate materials at a literal and implicit level. 3. Assessment will also determine whether students are able to use comprehension strategies learned in earlier Grades and specifically those in Grade II to understand what they read (see sub-skills under Standard II.3. v.)	story in their own words. iii. Entry-level assessment need not cover all the standards listed across the domains. Judicious selection of one or two areas will suffice to determine whether students understand grade level material.		guide planning for instruction in the first few weeks. • Instruction of students who are struggling can be done in appropriate groupings to bring them up to level while the reading programme at grade level continues. Struggling readers also participate in work at grade level but time is scheduled to address their special needs in small group intervention sessions in which the specific areas of weakness are addressed.
	B. Monitoring progress Standards I. 3. i. – ii; II. 3. i. – v; III. 3. i. & ii; IV. 3. i. – iii; V. 3. i. – iii; VI. 3. i. – iii. 4. Throughout the year student progress on these standards is monitored on an ongoing basis. The objective of instruction is to enable students to attain these standards and become proficient readers of materials at grade level. 5. The standards cut across all the domains (listening, reading, viewing, speaking,	iv. Monitoring of student progress is continuous and will involve keeping records of student performance in different formats. Portfolio entries for writing will be useful in helping students to monitor their own progress as they discuss their work in regularly scheduled conferences. Teacher observation notes and peer assessments will also factor into the monitoring activities as students work and are motivated towards attainment of the standards for Grade III. v. Specific testing of selected standards can be scheduled at appropriate times throughout the year as agreed upon by the	• Since monitoring is continuous, the full range of materials and resources used in Grade III can be utilised to monitor student progress throughout the year.	• Monitoring should give an indication of student progress towards attainment of the standards. Instruction is planned to ensure that students master the required skills and acquire the standards for Grade III.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	reading and writing). Understanding must be monitored on an ongoing basis across these domains through the various tasks set on a weekly basis. 6. Specific assessment of selected standards can be scheduled every four to six weeks.	School or Ministry of Education. While these tests will give some indication as to how well students have mastered specific standards, the results should also be used to plan further instruction and to help students acquire any knowledge and skills they may be lacking. These will be important preparatory activities before the final assessment at this grade.		
	C. Assessing attainment of the standards End of year assessment Standards: I. 3. i. & ii; II. 3. i. – v; III. 3. i. & ii; IV. 3. i. – iii; V. 3. i. – iii. 7. Assessment at this stage is to determine student attainment of the standards and mastery of requisite skills in all the domains for this strand at grade level. Assessment must sample critical skill areas and it can include those that had not been assessed specifically during the course of the year. 8. The target is the understanding of materials at grade level	vi. Different test formats for the final assessment, including discrete, multiple choice tests as well as short answer tests, summary and paraphrase. v. Assess both listening and reading comprehension. vi. Assess the ability to follow written instructions an directions. vii. Assess ability to answer questions at the literal level and also to make some inferences about a text at grade level.	• A varied selection of expository materials appropriate to grade level (see Outcomes document and *Teachers' Guide*)	• Information gathered about student performance from the continuous assessment or monitoring activities done during the course of the year must be included with test scores of final assessment in preparing final evaluation and student profile for teacher of Grade IV.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	and the application of comprehension strategies to overcome misunderstandings during reading, and to answer questions about a text at explicit and implicit levels.			
4 A. Features and analysis of Expository / informational materials	A. Entry Level Standards: I. 4A. i.; II. 4A.v & vi; IV. 4A. i.; V. 4A. i & ii 1. These are minimum standards at entry to Grade III. The standards listed sample important skills across the domains of Listening, Reading, Speaking and Writing. Assessment activities can selectively sample the skill areas indicated across these domains.	i. Review information on students provided by the teacher from Grade II and use these as a basis to determine the areas to be tested at entry-level in Grade III. The standards in the second column indicate key abilities that students entering Grade III should have, and entry-level assessment can also be designed around these.	• Expository selections appropriate to grade level. These should be selected from texts scheduled for use during the first part of Term 1.	• The standards listed under 4A (see chart of *Standards and Attainment Targets*, pages 6 & 7) are those towards which students are progressing throughout the year. Plan instruction to facilitate their attainment of these standards.
	B. Monitoring progress Standards: I. 4A. i. - iv; II. 4A. i. – vii. IV. 4A. i. – v.; V. 4A. i. iv.; 2. These are the standards which students should attain by the end of Grade III. Their developing proficiency in these areas should be monitored on an on-going basis. Specific assessment exercises can be scheduled every six	ii. Monitoring of the standards indicated (also see Page 6) should be done on an on-going basis throughout the year. The tasks and activities that students are asked to do on a regular basis will give an indication as to whether they are moving towards mastery of the requisite skills. Specific assessment of selected standards should be scheduled for particular times during the year as determined by the Grade III teachers, the School or the Ministry of	• Listening texts appropriate to grade level. • Expository paragraphs and informational reading selections on general topics of interest and subjects across the curriculum. Material that includes charts and diagrams (appropriate to level) should also be included as part of the material to be used.	• Instruction should be designed to ensure that students master the requisite skills. Regular monitoring will indicate student progress towards achieving mastery of the requisite skills. The instructional activities can be integrated to give students an insight into the relatedness of the domains.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	weeks.	Education. The emphasis here is on teaching and motivating students to attain the standards for the grade. Formal testing should be scheduled judiciously so as not to overwhelm students. iii. Self- and peer- evaluations can also be included in evaluations of student progress throughout the year.		
	C. Assessing attainment of the standards. End of year assessment Standards: I. 4A.i. - iv; II.4A.i, ; IV. 5A. i. – iv; V.5A. ii and iv. 3. These are the standards that students must have attained by the end of Grade III. Students' proficiency in the standards listed above should be assessed in term tests and at the end of the year.	iv. The standards listed under Section 4A (see chart for *Standards and Attainment Targets*) for all the domains are important for the development of cognitive academic language proficiency. Acquisition of the requisite skills and progress towards these standards should be assessed. The assessment of selected skills can be done in conjunction with other relevant areas of the language arts as appropriate. v. More formal assessment of selected standards can be scheduled periodically.	• Expository paragraphs from content areas across the curriculum. • Expository selections on topics of general information, of interest and appropriate to grade level.	• The results of the final assessment as well as significant notes from monitoring activities and samples of students' writing (e.g. from the portfolio) must be made available to the teacher of Grade IV before the start of the next academic year.
4B. Features of narrative text	A. Entry-level assessment Standards II. 4B. ii; IV. 4B. i.; V. 4B i. 1. These are the minimum standards for entry to Grade III. Entry- level assessment should	i. Assess students' ability to read a story and to identify the setting, the main events in the plot, the main character and other significant characters in the story. ii. Assess also students' ability to write a short narrative using the	• Narrative selections from the different genres listed in the Outcomes for this grade level	• Information derived from entry-level assessment of this strand should be used to plan instruction for students' reading of narratives of different genres (e.g., fairy stories, legends, folk tales, and adventure stories appropriate to level).

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	determine whether students have mastered these skill areas.	elements of story grammar.		
	B. Monitoring progress Standards II. 4B. i. & ii; IV. 4B. i.; V. 4B. i. – iii. 2. These standards should all be monitored throughout the year in conjunction with those set out under Section 5.	iii. Ongoing monitoring of the standards listed for Section 4B in Reading, Speaking and Writing can be monitored in the context of students' response to literature under Section 5.	• Narratives from different genres	
	C. Assessing attainment of the standards End of year assessment Standards listed under Sections II, 4B, IV. 4B and V. 4B (pages 7 and 8) 3. The standards listed can be tested formally in conjunction with tasks set under Section 5.	iv. Assessment of skills from those listed for this strand can be undertaken as part of the assessment of narratives under Section 5.	• Narratives from different genres	
5. Responding to Literature	A. Entry level Standards I. 5. i.; II. 5. i.; IV. 5. ii; III. 6. i.; IV.6. i., iv; V. 6. ii. 1. These are the minimum requisite standards for students entering Grade III.	i. Assess students' ability to discuss the elements of a story that they have read, using the features of story grammar to do so. ii. Assess students' ability to distinguish between poetry, fiction and non-fiction.	• Selections from the reading programme intended for use in the early part of the year	• Entry level assessment should determine whether students can distinguish between poetry, prose and drama, whether they know and can use the elements of story grammar to discuss and write about narratives. • Information from entry-level assessment should be used to plan instruction during the

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
				first few weeks. Some emphasis should be placed on helping students to achieve mastery of the skills they should have acquired in Grade II, but using the materials intended for Grade III.
	B. Monitoring progress Standards: I. 5. i. – ii; II. 5. I -iii.; III. 5. i. & ii; IV. 5. i.- iii, V. 5. i.; VI. 5. i. 2. These are the attainment targets in this strand for students in Grade III. Progress towards the attainment of these standards and mastery of the requisite skills for this strand should be monitored an on-going basis. Certain skills and standards can be tested more formally at scheduled intervals.	iii. Students' knowledge about the characteristics of different literary types is further refined in Grade III. Monitoring of the attainment of the standards should be undertaken on a continuous basis as students work towards mastery of the requisite skills and attainment of the standards. This can be done through regular checks of the tasks and activities that are set for students. iv. Students' understanding of point of view of a story through identification of the narrator and of the speaking voice of a poem should be monitored. These are skills that students are working to master in Grade III.	• A varied and interesting selection of literature, including the text types indicated in the Learning Outcomes document and the *Teachers' Guide*.	• Instruction is focussed on the development of the skills indicated. Monitoring activities focus on the areas in which students need further instruction to enable them to attain the standards.
	C. Assessing attainment of the standards. End of year assessment Standards: I. 5. ii – iii; II. 5. i. – iii; III. 5. i. & ii; IV. 5. i. – iii; V. 5. i.	v. The final assessment should determine whether students have mastered the skills and attained the standards for this strand at Grade III. vi. The final assessment should focus on the standards indicated and test mastery of important	• Text selections from Grade III materials	• Test scores, from the end of year assessment as well as selected results from continuous assessment done throughout the year should be factored into the final evaluation of student performance to be submitted to the Grade IV teacher.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	3. The standards indicated and those that students should have attained by the end of Grade III should be sampled for the end-of-year assessment. 4. Final assessment should determine whether student have achieved mastery of the skills in this strand.	selected skills in this strand.		
6. Writing	A. Entry level Standards: V. 6. i., ii & iii. 1. These are the minimal standards that students should have attained on entry to Grade III. 2. Assess students' ability to write complete and coherent sentences and to write a paragraph and organise the information around a central idea.	i. Some writing options can be given for the entry-level assessment, but it is important to assess student ability to write and organise a simple paragraph around a central idea and to provide some supporting details to elaborate.	• Writing materials • Appropriate and interesting topics for writing	• The information from this assessment should guide instruction. Begin where the students are and plan a programme to help them acquire the skills indicated in the standards for this domain. • Students use of process strategies to improve and refine their writing should be monitored on a regular basis.
	B. Monitoring progress Standards: V. 6. i. – viii; II. 6. I; IV. 6. i. & ii. 3. Student progress in achieving these standards must be carefully monitored throughout the year. A more formal assessment of selected standards and specific skill areas can be given	ii. Monitor on a regular basis students' use of writing process approaches to revise and improve their writing. iii. Monitor students' progress in writing the expository paragraph, story, and the friendly and formal letter	• The relevant resources listed in the Learning Outcomes document and the *Teachers' Guide*	• Examination and discussion of students' work every week will give an indication of their progress in writing. Process approach strategies should form part of regular instructional activities for writing.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	periodically.			
	C. Assessing attainment of the standards. End of year assessment Standards: II. 6. i.; V. 6. i.- v. 4. Students must have attained these standards by the end of Grade III. Final assessment should test the standards and skills indicated for this strand.	iv. Final assessment should focus on critical standards. Selected items from those listed can be tested. On-going assessment will also have given an indication of writing improvement over time. The results of monitoring and periodic assessments done during the course of the year should be considered in constructing the student profile for admission to Grade IV.	i. Refer to the *Teachers' Guide* and Learning Outcomes document for suggested resources.	• Results of the formal assessments as well as notes made from observations and tasks given during the year must be made available to the teacher of Grade IV.
1. Conventions of written (and oral) English	A. Entry Level Standards: IV. 7. i. & ii; V.7i. & ii. A. (Grammar) I. 7A. i.; II. 7A. ii; V. 7A i. B. (Sentence structure) II. 7B. i.; IV. 7B. i.-ii; V. 7B. i. & ii. C. (Punctuation) V. 7C. i. D. (Spelling) V. 7D. i. 1. These are the minimum standards to be assessed on entry to Grade III.	i. The standards listed can be assessed in students' use of spoken English and the writing of an expository paragraph or a short story. The longer writing extracts can be used to assess knowledge and appropriate use of the conventions listed.	i. A planned oral presentation based on an experience or event. ii. An expository paragraph and / or a story.	• The use of Standard English for school purposes is an important standard which students continue to work on in Grade III and beyond. Students will receive guidance in this strand through feedback given to them based on their writing and planned oral presentations. They will be exposed to good models of language in the teacher's speech as well as the materials that they read and listened to every day. • The emphasis of instruction will be on helping students to achieve correct and acceptable usage in the context of feedback given to them on their writing and speaking.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	B. Monitoring progress 2. Standards: All those listed under Section 7 need to be monitored on a regular basis in students' oral and written communication. These are the standards they need to attain by the end of Grade IV.	i. Students' use of the conventions of oral and written English should be monitored on an ongoing basis throughout the year through the oral and written tasks that are assigned. ii. Evaluations of students' planned oral presentations and the use of portfolios for written work will provide a basis for checking student performance. Formal tests can be scheduled periodically, but knowledge of grammar is best assessed within the context of students' usage in their speaking and writing.	• Refer to the Learning Outcomes document and the *Teachers' Guide* for suggested activities.	• Instruction on grammar should be done in the context of the students' writing and speaking. At this stage, students' awareness is heightened about what is correct usage, and they focus more specifically on grammar points taught in short lessons. • Short grammar lessons to teach specific points. • Activities and strategies for spelling should be planned on the basis of need as determined from monitoring.
	C. Assessing attainment of the standards. 3. Standards listed under Section 7 A through D should be tested within the context of oral and written communication. 4. Students should have attained these standards by the end of Grade III.	i. Assess students' mastery of the skills indicated in the context of their planned oral presentations and in their writing. ii. Assess these in sustained writing, but an occasional spelling quiz can be scheduled approximately every six to eight weeks.	• Spelling and grammar games • Structured writing task sheets • Samples of students' writing	• The results from writing assessment and portfolio work as well as notes from monitoring should be sent forward to the teacher of Grade IV.

Curriculum for Grade IV
Age (9 – 10)

To the teacher of Grade IV

The first four grades of primary school were important ones in which students were focussed primarily on learning how to read. In Grade IV they will read to learn. While many students will have learned the alphabetic code and are able to decode automatically and read fluently at the start of Grade IV, there are others who may still be struggling to master the alphabetic code and may have difficulty with decoding and word recognition. These students will find it difficult to cope with the work to be done in Grade IV, and unless they are given intensive instruction to help them acquire the foundation reading skills, they are likely to be at risk for becoming literate and will continue to struggle through Grade IV and beyond. Although the school may find ways of scheduling special time to help these students to accelerate the learning that should have happened in the earlier grades, the teacher of Grade IV still has a responsibility to address the needs of struggling readers and to bring them up to the level of reading required in this grade. The challenge involves planning instruction to cater to students who have mastered the requisite skills and now need to read to learn and extend their abilities as readers, and at the same time providing instruction for the weaker students who need to accelerate their learning of the alphabetic code while engaging with grade level tasks that need to be done. Despite these challenges, the teacher of Grade IV faces an exciting year in planning instruction for students who now turn their attention to the task of reading to learn about subjects across the curriculum, extending their knowledge about the world in which they live as well as their knowledge of specific school subjects, learning new skills, and acquiring competence in several new areas. These requirements indicate to us that Grade IV is a pivotal year for the student. Those who enter the grade without the ability to read will not be able to pursue the academic tasks at grade level, hence the necessity for them to master the basic requisite skills at the earliest opportunity. The Grade IV teacher can address those special needs in addition to other remedial measures that the school may put in place for students who need help at this stage.

In Grade IV students begin the journey of developing life-long learning skills in a more serious and important way. Here they will be required to engage in many more tasks independently and to apply the skills they have already learned to solve new problems. At the same time, they will need to use language as a tool for learning, to acquire new skills and extend and refine those they have already acquired. The language arts programme in Grade IV will require students to engage with more complex language and texts than they had hitherto. They begin to study and use persuasive language, to do research on topics in a more systematic way, and to learn how to incorporate information they have read about with their own ideas in writing a composition. In addition, they need to continue to develop as readers and to read more complex words, structures, and text fluently and accurately, as their engagement with informational material across the curriculum will require reading and interpretation at a higher level. Students will also need to extend introductory skills of engaging with information presented in electronic format and with using technology as an integral part of learning. They will be required to read, seek out and input information on-line, thus using and extending their knowledge of the scope and context of available informational resources.

There are critical skills that the beginning fourth grader must have, and entry-level assessment must determine whether students do have these skills. In addition to reviewing the student profile that was completed at the end of Grade III, the teacher of fourth grade must assess students to determine whether they can

- read expository and narrative texts (appropriate to beginning Grade IV level) fluently and accurately
- recognise and decode complex clusters and words

- sustain a short presentation using Standard English structures
- write a short expository paragraph using clear, coherent and grammatical sentences in Standard English.

The standards listed for the strands in the language arts will require students to demonstrate these abilities and extend their capabilities to read more complex and demanding materials and write at greater length, using sentences that are clear, coherent and grammatical, as well as a more varied vocabulary. Students will need to show growth in the area of vocabulary and concept development. Within the course of Grade IV, they need to read a sufficient and varied number of texts to enable their vocabulary to grow in a significant way. It has been said that the vocabulary of students begins to double from Grade IV onwards and that students who read about one-half-million words of running text in a given year will acquire approximately three thousand new words per year. In order for students to attain such a target, they will need to do a lot of reading throughout the day in school, but that of itself will not be sufficient to lead to the increase of vocabulary that they will require to do academic work competently in Grade IV and higher. We must therefore encourage students to read outside of school and create opportunities for them to access reading materials in the school library and the public library, and we must make a concerted effort to keep the class library well supplied with a wide range of interesting materials for boys and girls. We should also establish home school programmes that involve parents in students' learning and encourage them to support their children's attempts to read at home and do homework. This is going to be necessary particularly in cases in which the home lacks resources in the form of books or electronic resources to which students can have access.

As teachers of Grade IV, we must therefore continue to ensure that our students have the opportunities to develop as readers, and to this end we will need to promote the instructional activities that will achieve this objective. The following are some of the important things we must do.

- Do an entry-level assessment of students when they first enter Grade IV to determine their abilities as readers and their capabilities in the other strands. The section on assessment at the end of the Grade IV learning outcomes gives some guidance on this.

- For those students who are found to be lacking in knowledge of the alphabetic code and who are struggling readers as a consequence, we must organise instruction so that specific times are scheduled during which we can teach these students explicitly and intensively to help them acquire the knowledge and skills that they lack so they can handle the work at grade level with some success.

- We must encourage wide and independent reading so that students may further develop their vocabulary, and we must teach word analysis skills explicitly to help them to understand how words work so they can become confident in using new and unfamiliar words that they encounter in their reading.

- Continue to monitor student progress in reading, writing and all the other domains of the language arts to ensure that students are progressing towards the standards and attainment targets for Grade IV.

- Provide instructional activities that will help students understand and use academic language proficiently to accomplish school tasks.

- Be familiar with the Grade IV syllabus and standards, and carefully plan instruction and assessment for the benefit of students.

Standards and attainment targets – Grade IV

Domains ⟶ Strands ⬇	Receptive Competence			Productive Competence		
	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Word recognition		i. Read texts at grade level fluently. ii. Identify / recognise and sound out complex letter clusters, and read accurately the words in which they occur. iii. Use appropriate strategies such as syllabication, phonics and use of word parts to recognise and read unfamiliar words. iv. Read texts at grade level with appropriate fluency, intonation, expression and pacing.				
2. Vocabulary, concept development and word study / analysis	i. Identify new words presented in an oral communication or listening text and determine the meaning, using the information and context given.	i. Use the dictionary to find out the origin and derivation of new / unfamiliar words encountered in reading. ii. Use knowledge of the origin and		i. Incorporate new words learned in planned oral presentations. ii. Choose words carefully to present information clearly and accurately in	i. Use new words learned to convey the intended meaning in writing. ii. Use a thesaurus to determine words with related or opposite meanings	i. Write out letters and words clearly and legibly.

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		derivation of a word to determine its meaning in a particular context. iii. Determine the roots and affixes (prefixes and suffixes) of words. iv. Use knowledge of roots and affixes to determine the meaning of an unknown / unfamiliar word in an extract. v. Use knowledge of roots and affixes to determine the meaning of a complex word. vi. Use knowledge of synonyms and antonyms to determine the meaning of words and phrases in a passage. vii. Identify words that have more than one meaning and interpret their use in		planned oral presentations.	(e.g. synonyms and antonyms). iii. Use a thesaurus to distinguish between words with similar and different meanings, and to choose a word for its appropriateness and exactness when needed. iv. Vary use of words in writing to present informative, narrative and other literary material in an interesting and lively way and with clarity.	

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		a passage.				
3. Comprehension	i. Follow the chronology of events in an oral report. ii. Determine the order that must be followed in a series of instructions or directions given in an oral communication.	i. Read and understand material appropriate to grade level. ii. Read for different purposes: - for pleasure and personal enjoyment - to find information - to understand materials presented in all subjects across the curriculum. iii. Relate prior knowledge to information presented in a text to make appropriate inferences. iv. Use prior knowledge and information presented in a text to make predictions about it. v. Read on and review information in a text to confirm predictions made about it.	i. View a documentary appropriate to grade level and give an account of its content.	i. Use prior knowledge and features of a text to generate questions about it. ii. Ask questions to elicit specific information and clarification about a text. iii. Answer questions to explain and clarify the meaning of a reading selection.	i. Write answers to specific questions about a reading selection. ii. Paraphrase a short selection to show understanding of it. iii. Write a short summary of an expository selection.	i. Represent information presented in a written paragraph in a table or chart as appropriate. ii. Represent information in a chart or diagram in a short paragraph.

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		vi. Use features of a reading selection, e.g., the title, and illustrations to make predictions about its content. vii. Use various comprehension strategies to understand what is read: ▪ generate questions about the text based on prior knowledge and the information given ▪ answer a range of questions based on a reading selection ▪ use QAR strategies to locate answers to questions about a reading selection. viii. Compare and contrast information derived from several sources on a selected topic.				
4. Features and analysis of expository / informational	i. Listen to an expository selection to determine the purpose.	i. Determine the sequential or chronological order of presentation of	i. Identify commands and follow instructions	i. Make a short, planned presentation on a topic, using comparison and	i. Organise an expository paragraph expressing a proposition in a topic	

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	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
materials	ii. Listen to an expository selection to follow the sequential order of points presented. iii. Listen to identify the cause and the effect of an occurrence as presented in an oral account. iv. Listen to identify the main idea of a short passage.	information in an expository passage. ii. Use features of expository materials, e.g. charts and diagrams to clarify the meaning of an expository text. iii. Use the table of contents, chapter headings, glossary and index to find information in an expository text. iv. Distinguish between fact and opinion in an expository passage. v. Distinguish between cause and effect in an expository passage. vi. Identify the topic sentence in an expository paragraph. vii. Locate relevant details given to support the topic sentence in an	conveyed electronically to complete a task.	contrast as a strategy to organise the information to be presented. ii. Give a short informative presentation to show the cause(s) and effect(s) in a specific incident or event. iii. Select and prepare a topic for oral presentation and maintain a central focus. iv. Give an oral, factual account of an incident, presenting information in sequential order.	sentence and presenting supporting information for the topic. ii. Write an expository paragraph presenting information in chronological / sequential order. iii. Write an expository paragraph, using comparison and contrast to organise the information. iv. Write an expository paragraph to present the cause(s) and effect(s) of an incident or event.	

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		expository paragraph.				
5. Features of narrative text and other types of literature and responding to literature	i. Listen to identify use of language with sensory appeal in a literary selection (e.g. onomatopoeia, alliteration, and simile).	i. Read a wide and varied range of literature appropriate to grade level. ii. Show understanding of the terms used to describe the elements of story grammar. iii. Identify the main events in a plot. iv. Identify the cause of a particular event in a narrative and its effect(s) on subsequent events. v. Identify the reason(s) for an action (or the behaviour) of a character in a literary text. vi. Explain how the action or behaviour of a character influences that of other characters or events in a narrative.	i. View the video version of a familiar story and explain the similarities and differences to the written version.	i. Use appropriate terms to refer to the elements of story grammar (setting, plot, theme, character). ii. Discuss the contribution of illustrations to a narrative selection.	i. Use appropriate literary terms to refer to elements of narratives in writing about them. ii. Write a story based on an imagined or real experience. iii. Use the basic elements of narrative structure in writing stories (see *Teachers' Guide*).	

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		vii. Determine what a character is like based on what the narrator and other characters say. viii. Distinguish between the plot structure of different types of narrative such as fables, folk tales, fairy tales, myths and legends. ix. Identify instances of figurative language in a literature text (e.g., simile, metaphor, personification, onomatopoeia and alliteration). x. Identify the speaker in a poem and the narrator of a story.				
6. Writing		i. Read over writing to revise, edit and improve it.		i. Discuss the feedback given by teacher and peers on writing. ii. Answer questions about writing done and provide clarification and explanation as	i. Write complete, clear and coherent sentences. ii. Write organised paragraphs that focus on a central idea. iii. Write a given composition with a	

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
				needed. iii. Indicate the purpose and audience of a selected composition. iv. Discuss the appropriateness of language and tone for the intended audience of a composition.	clear sense of the purpose and audience for whom it is intended. iv. Use process strategies for: prewriting, drafting, revising and editing to produce an acceptable composition. v. Write a composition of more than one paragraph and which has: ▪ an introduction that indicates the topic ▪ supporting paragraphs in which sufficient information is provided to support the topic. vi. Use strategies of exposition to develop paragraphs as appropriate: ▪ sequential or chronological presentation ▪ a topic framed as a question and	

	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
					answers ▪ cause and effect ▪ similarities and differences vii. Write the following types of material: ▪ stories based on real experiences or imagined events ▪ descriptions of objects, people, places (within narratives also), using sensory and concrete details ▪ responses to literature- about stories read, about characters and events, comparing stories and characters (see *Outcomes*) ▪ exposition: reports, summaries,	

Strands	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
					explaining a simple process ▪ friendly and formal letters ▪ notes of different kinds (e.g. thank you, apology). viii. write legibly	
7. Research		i. Access information from different sources, e.g., print and electronic references in class, school and public libraries, the Internet. ii. Use a dictionary, thesaurus as an aid in writing. iii.Use an encyclopaedia and other reference texts to find information. iv.Show understanding of basic computer concepts, e.g. keyboard, mouse, cursor, disk drive, hard drive, CD drive, software, memory,			i. Write notes based on information read. ii. Paraphrase information. iii. Cite sources of information appropriately.	i. Use the computer to type a short composition.

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		menu.				
8. Conventions of oral and written language	i. Distinguish between sentences that are spoken in Standard English, Creole and CIV.	i. Distinguish between Standard English and the use of Creole or CIV in the (dialogues of) stories that are read.		i. Use Standard English in oral presentations. ii. Observe the conventions for oral English in making a planned oral presentation.	i. Write English sentences that are well formed. ii. Use the conventions of Standard English appropriate to grade level in writing.	i. Use language varieties (Standard English, Creole, CIV) appropriately – to represent authentic character, situation and context - in role-plays based on selections read.
A. Grammar		i. Read over writing to correct errors of subject-verb agreement. ii. Read over writing to check for correctness of usage of: verbs, pronouns and coordinating conjunctions.		i. Use subject and verb agreement, regular and irregular verbs, correct pronouns and coordinating conjunctions in spoken messages / planned oral presentations.	i. Write sentences in which the parts of speech are used correctly. ii. Use verbs, pronouns and coordinating conjunctions correctly in writing.	
B. Sentence structure		i. Read over writing to check for completeness and clarity of sentences. ii. Read over writing to check for sustained use of English. iii. Distinguish between		i. Use complete, clear and well-formed utterances (spoken sentences) in speaking.	i. Write complete, coherent and well-formed sentences. ii. Use regular and irregular verbs correctly in sentences. iii. Use coordinating	

	Receptive Competence			Productive Competence		
Domains → / Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		Standard English, Creole and CIV sentences in stories read.			conjunctions correctly in writing. iv. Revise writing to correct mistakes in word order and sentence formation. v. Combine sentences with participial and prepositional phrases.	
C. Punctuation					i. Use inverted commas to indicate direct quotations. ii. Use the apostrophe to indicate the possessive case in nouns. iii. Underline book titles. iv. Use quotation marks to indicate the titles of articles, poems, stories.	
D. Spelling					i. Use learned strategies to spell prefixes and high frequency words correctly:	

Instructional Standards – Grade IV

Domains ⟶ Strands ⬇	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Decoding and word recognition	Decoding and word recognition continue to be important skills that students need to master in order to be able to read fluently and to understand what they read. The majority of students in Grade IV should have acquired these skills and should be reading materials at grade level fluently. Unfortunately, a few students may still have difficulty with word recognition and they will need special attention to help them acquire the basic skills. Giving an entry-level assessment when the students first enter Grade IV will provide an indication as to their accuracy of decoding and the automaticity with which they are able to recognise words. On the basis of the assessment, students who are found to lack the required skills should be grouped for intensive, focused instruction that is designed to help them master the alphabetic code and to identify complex letter and syllable clusters, decode multi-syllable words and attain fluency. The reading materials in the language arts must be carefully selected to permit students to practice what they have learned and to achieve success in reading. Through careful monitoring we will help them to move on to more challenging materials at the appropriate time. Those students who read fluently need to be provided with reading materials that will help them to strengthen their fluency and understanding skills and to achieve ownership of concepts they have learned across the curriculum. The following procedures will be helpful for managing a class with varying abilities in reading.				
	- Group learners so that those who do not read are placed together and given intensive instruction that focuses on helping them build the phonological awareness they need to enable them to read. Select materials that will reinforce what they have learned and enable them to practice so that they can become more fluent. - Provide additional time for struggling readers to practice reading so that they may develop fluency and become confident readers. - Monitor the reading of struggling readers to ensure that they have made progress and to address any gaps in their knowledge of the alphabetic code. - Provide a wide selection of materials for students who can read; monitor their progress and guide them as they attempt to read more challenging materials in the language arts and across the curriculum. - Organise flexible groups of mixed ability for selected activities such as collaborative group work so that all students will benefit from peer interaction in small groups.				
2. Vocabulary and concept development	In Grade IV, we help students extend their knowledge of vocabulary by continuing to engage them in useful activities that we introduced in earlier grades, such as helping them to use context to determine the meanings of new words, teaching them other strategies to discover word meanings and to achieve ownership of the new words they encounter in their independent reading and in the reading of subjects across the curriculum. Through wide reading both in lessons in school and in independent reading, students will acquire new words that we encourage them to learn and use through having them continue the practice of recording these words, their meanings and original sample sentences with these words in their Word Banks, and using them in their writing and speaking. Explicit teaching of vocabulary in Grade IV will involve more of a focus on the structure of words, such as the affixes, the prefixes and suffixes that form part of certain words. Teaching will also focus on and help students to extend their knowledge of the synonyms, antonyms and idioms that they encounter in their reading at grade level and which they had begun to learn to identify in Grade III. Vocabulary instruction must also extend knowledge of the use of the dictionary and thesaurus as resources for clarifying word meanings, and finding words with similar and opposite meanings. In Grade IV we encourage wide reading in the language arts and in subjects across the curriculum, but the reading that students do in school will not be enough for the acquisition of the wide vocabulary that they will need for their speaking and writing activities. We must therefore help them to access materials for reading out of school by making it possible for them to loan books from the class, school and public libraries. We can establish				

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		links with the parents to encourage them to become interested in their children's reading, to encourage their reading at home and to solicit their help in having the students take good care of the books that they borrow from different sources. Within the school context, we can provide time during which students will be expected to do independent reading of books of their choice.				
		• Schedule time for large group read aloud sessions, small group shared reading activities and independent reading by all students. • Have students identify new and unfamiliar words and to record them in their Word Banks. Have them write the new words they learn in sentences and in their writing and speaking activities. • Provide a wide range and variety of reading materials for students to use in independent reading in class every day. • Teach students strategies for understanding the meanings of new words that they encounter in their reading. • Help students to understand the structure of the words they know and encounter frequently at grade level by focussing on roots, prefixes and suffixes. • Have students continue to identify the synonyms, antonyms, and idioms that occur in the materials they read at level. • Integrate activities with those designed for other strands in the language arts, such as spelling, to have students work on activities that will build on word recognition and knowledge of vocabulary. • Continue to encourage students to apply the strategies they learn in the language arts to the materials they read in the other subjects across the curriculum, particularly the new technical words that they encounter in some subjects.				
3. Comprehension		In Grade IV students continue to build upon reading comprehension strategies that they learned in earlier grades. In reading lessons we continue to activate students' schemata by helping them to relate their prior knowledge and background experience to the passage to be read. We also use the text features that they learned about in the earlier grades to orient them to the text to be read. In Grade IV students extend their ability to understand what they read both at literal and inferential levels. The instructional focus places more emphasis on the reading and understanding of expository materials than in previous grades. Through explicit instruction we help students to identify the main idea of an expository passage and to distinguish between the main idea and the supporting information presented. We must select materials that are suitable for Grade IV students. We should begin with materials at level that are simple and move gradually on to more complex materials as students achieve mastery over reading of the texts we present. Because instruction in Grade IV will focus more attention on expository text than in the previous grades, we must exercise care in selecting appropriate materials that exemplify the features of exposition in a clear and coherent way. Strategies such as compare and contrast, cause and effect, use of examples, facts and details to support a main idea all need to be clearly identifiable in the reading materials that are selected. We must also continue to read narratives and selections from other literary genres in Grade IV, and we must plan instruction to extend students' understanding of story grammar concepts such as setting, plot, character traits, the motivation for the actions of characters, and the way in which these elements interrelate in a narrative. The narrative selections must be appropriate to grade level and must be such that the elements are clearly identifiable by students				
		• Orient students to the material to be read by having them relate their prior knowledge and experience to the selection to be read. • Select materials appropriate to grade level that will help students extend their knowledge of the strategies they used in earlier grades. • Select expository materials from across the curriculum that clearly present the features of expository text such as, use of examples, facts and details to support a main idea, and use of comparison and contrast. • Have students use suitable graphic organisers to help them organise the information that they read, for example, the use of a Venn diagram to organise comparison and contrast elements. • Enable students to build upon strategies they have learned, e.g. have them identify the main idea and supporting details in an expository				

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		selection. Have them distinguish between important and less relevant information in an expository selection. • Set a clear purpose for reading and have students read for different purposes. • Continue to schedule reading and discussion of selected narratives in class and have students discuss the elements of story grammar. • Use the features of a text to orient students to its content, e.g., have them make predictions about a story based on the title and cover illustration. • Have students generate questions about the material before, during and after reading and also have them answer questions about the material. • Provide scaffolded instruction /guidance for those students who need it. Use queries during their reading to help them make appropriate and relevant connections between ideas and to overcome misunderstandings as they read. • Use QAR strategies to help them identify answers to questions at the literal level and guide them in the process of making inferences through use of the strategy. Model the think-and-search strategy to relate relevant clues and make an appropriate inference or to draw a logical conclusion.				
4A. Features and analysis of expository / informational materials		Exposition is one of the dominant modes of discourse that students will need to read and understand in school, at university and other tertiary level institutions. The fundamental skills in learning to read and understand expository text and to become familiar with the strategies for organising such text, so that they can use those strategies in their own writing, are all established in Grade IV. Instruction focuses on teaching the strategies of expository text organisation in an explicit way, and most of the reading materials that students will be expected to read, including reading in cross curricular subjects, will be expository. Their level of mastery in reading and writing this text type will be related in some measure to their overall academic success. Our teaching then must provide students with the tools they need to achieve that mastery. We must focus on the characteristics of expository material and teach the different organisation strategies systematically in reading and writing so that students can understand them. These strategies include comparison and contrast, organisation around a central theme, cause and effect, use of relevant details and examples to support a main idea, presenting similarities and differences. Each strategy needs to be introduced explicitly and students must be taught to understand them through the use of several carefully selected examples in a consistent way over time. The objective is to enable students to identify the features of a particular strategy and to use it in their own writing. We should not move on to a new strategy until students have shown that they can understand and use the earlier presented strategy independently. Once they have become familiar with it, we should return to it periodically, in order to reinforce students' knowledge and understanding of it. Teaching the features of expository text provides an excellent opportunity for integrating the domains of reading and writing. In reading, students will learn to analyse the features of the text critically and to understand them. In writing they will apply these features to develop their compositions. Important benchmarks in this strand are the identification and understanding of the text features in materials appropriate to grade level and the application of these features independently in writing. In Grade IV we should sequence instruction so that we begin with the simplest method of organisation and progress gradually to the most difficult. Then we must return always revise to reinforce strategies that have been learned because students will need to become proficient in using them and will need to use them in higher grades and beyond.				
		• Select reading materials carefully and orient students to the structure and organisation of the text. • Allow enough time for students to read and discuss the materials and to focus on the features of the text. • Use several examples that illustrate the strategy that is being taught. Present examples of clear reports and summaries that can serve as models for study and application in writing. • Revise the skills that students have learned and need to develop further, e.g. making predictions, identifying topic sentences and relevant				

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		supporting information, identifying the main idea and significant details in a passage. • Bring in different types of expository material, including some technical examples that will require students to read and understand multiple-step directions. • Always set a purpose for reading and have students read for different purposes.				
5. Features of narrative text and other types of literature and		Reading and writing in this strand can be integrated to enable students to understand the features of types of literature and to apply them in their own writing. Reading instruction in this strand continues to emphasise the elements of story grammar, the setting, characters / character traits, plots of narratives that are appropriate to grade level and slightly more complex than those they would have read in the lower grades. In Grade IV students' understanding of the features of the various types of literature is deepened as they read, discuss and analyse texts of quality that are appropriate to grade level. The reading programme should sample the various types of literature, including myths, folk tales, legends, fairy tales, fantasies and adventure stories (based on reality, fantasy, science fiction). Poems and plays appropriate to grade level are also included in the reading programme. Instruction also focuses on helping students to understand the features of these different genres and the language common to literature.				
Responding to literature and analysis of literary materials		• Schedule reading conferences with individuals and small groups to read and discuss selected texts, to monitor students' understanding of literature and to guide them in their choice of reading materials for independent reading. • Provide a wide range of literature in the class library and allow students to borrow books so that they might read at home. • Schedule time for independent reading every day, and for students to record their thoughts and information about the types of materials they have read, in their reading journals. • Teach the features of literature explicitly and allow students many opportunities to read texts that include them. Allow sufficient time for students to study and apply them in their own writing. • Use supporting aids for students, e.g. a note sheet that will allow them to record important information about the particular text type that has been introduced or a graphic highlighting the specific features of paragraph organisation. • Focus on helping students understand the text type before they use it in their own writing.				
		Instruction about literature in Grade IV has as one of its goals the deepening of students' understanding and appreciation of literature. Instruction is closely related to the goals listed in 4B and the approach is integrated to enable students to understand the features of the different types of literature, to understand the language of literature, and to apply the features they have learned in their own writing. Figures of speech such as similes, metaphors, personification and hyperbole (exaggeration) that are used in the reading selections are identified and discussed in whole class and small group sessions. In order to avoid confusion, the more simple features (such as similes) are introduced first and we enable students to become familiar with them by using literature examples that include them so that students can identify and discuss their use in a given selection. The students later apply the features in their own creative writing and work towards deeper understanding and mastery of them. We must take care to introduce materials that are suitable for the age group and select examples of literature that are neither too lengthy nor too complex for students in at grade level. We should also be careful not to choose materials that contain too many new and unfamiliar words or too many complex syntactic structures that make it difficult for students to access and understand the information and ideas presented. The emphasis must still be on the enjoyment of literature that is enhanced by an understanding of the features of the literary types as well as the literary language that characterise the particular text types.				
		• Continue to have read aloud sessions in which students can hear the rhythm of the language. They can follow on in their books and participate in the reading also.				

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	- Continue to emphasise comprehension strategies that students have learned and encourage them to generate and answer questions about what they read. - Continue to organise sessions for choral recitations. - Allow time for students to retell stories and to discuss them in the context of the elements of story grammar. Continue to provide supporting aids for students in the form of graphics that they can use to organise their thoughts and notes about a text that they have read independently. Schedule time to give scaffolded instruction to struggling readers as well as individual reading conferences to monitor the progress of all students. - Present clear examples of narratives that allow students to identify and study the elements of story grammar.					
6. Writing	As we noted earlier, the domains of reading and writing can be integrated for several purposes. The materials that students will be required to read should also be models that can be used for study to inform their writing. Reading and studying a particular example can be a useful guide for writing. In Grade IV, we focus instruction on helping students to extend their skills in writing narratives, descriptions, informative reports and summaries. The stories that they read, study and discuss, using the framework of story grammar elements, also provide frameworks for the development of their own narratives and for the application of the story grammar elements in their writing of narratives. In all the writing tasks that students are asked to do, we continue to emphasise the use of process, i.e., using strategies for generating ideas, drafting, revising, editing and preparing a final draft. These are concepts that students were introduced to in a simple way in Grade II and which they developed further in Grade III. The focus in Grade IV is to help them to develop mastery in revising their compositions and editing them in order to produce an acceptable copy. We must give students enough time to work on their pieces and we can help them in the process of revision and editing by providing supporting aids in the form of checklists and query prompts that they can use to revise their writing. We focus on helping them to organise their ideas by rearranging them in the best order, to delete irrelevant material and to create cohesion in their paragraphs. We also help them to develop strategies for writing multiple paragraph compositions. Students' application of process strategies extends to all writing projects in Grade IV. Indeed, the writing programme must cover several areas, including writing better narratives, writing expository paragraphs that are developed, using the expository strategies that they learn to convey information. We must also allow students enough time to write everyday, so that they can master the skills of writing for school and other purposes. We should include the following in our teaching.					
	- Continue to help students use the writing process and to learn strategies for generating ideas, organising their ideas, drafting, revising and editing. Focus on revision strategies so that students can learn how to repair and improve their writing. - Teach students to write better stories, using elements of story grammar. - Teach them expository strategies such as developing a paragraph around a central idea, compare and contrast, similarities and differences, cause and effect, arrangement in chronological order. - Help them to use various aids to organise their ideas, e.g. outlines, cluster charts. - Include opportunities for students to write book reports, reports on science (and other) experiments they do in other subjects, narratives, summaries, responses to literature. - Introduce selections for study and prompts for writing that exemplify writing of the particular type or that illustrate a particular strategy that students are working on. - Schedule time for writing everyday. - Encourage students to read out what they have written, and allow time for their classmates to give a response and for students to answer - questions about their work.					

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
7. Research	In Grade IV students begin to develop important research skills that they will need for the rest of their school life. Instruction in this strand must help them to find information from various sources and to use that information appropriately in reporting. One of our fundamental tasks as we teach this strand is to help students understand the organisation of a dictionary, thesaurus, encyclopaedia, and selected print media such as newspapers. We must also teach them to use features of text such as indices and appendices to locate information in reference texts. Beyond this, we need to teach them explicitly how to use quotations from various sources and how to indicate direct quotations that they use in their work. The computer is also a useful means through which students can access reference materials and we need to help them develop basic technological skills such as understanding the organisation of a keyboard and using it to input prompts for locating and identifying specific resource materials that may be useful and relevant for project work. They also need to know the basic terms for the computer, such as keyboard, monitor, hard drive, disk drive, menu, cursor, and so on. Integration with the educational technology programme for information technology (IT) instruction would provide a useful framework for students to apply the skills they learn in the language arts and in IT.				
	• Teach students to use the dictionary, thesaurus and encyclopaedia as reference texts. • Teach the organisation of newspapers and other relevant print reference materials. • Teach students to use the text features of reference materials to locate information in the text. • Introduce students to the organisation of a computer keyboard and to basic keyboarding skills. • Integrate reading and writing domains with information technology to help students read and understand technical brochures related to concepts they are expected to acquire in information technology and to use the technology for their project work in the language arts.				
8. Conventions of oral and written English	Students in Grade IV extend their understanding of the conventions of written and oral English. They refine their use of the basic punctuation concepts they learned in earlier grades and they learn appropriate ways of representing direct quotations and the titles of texts. In addition, students continue to work on sentence structure and to use sentence combining techniques that include the use of connectives, appositives, prepositional and participial phrases. They use revision strategies to check on the accuracy of their sentences and to ensure that they are well formed. Some students may continue to have difficulty with the conventions, particularly in the areas of grammar and spelling. We must set aside time to go over their work with them and to help them identify the common errors they make. In addition, we can create flexible groupings to teach the class specific grammar points on the basis of need. If we relate grammar instruction to areas of student need – as evidenced in their writing - they will be better able to self-correct and improve their expression. A useful approach will be to make a note of the most frequently occurring errors that students make and to plan mini grammar lessons around these. Introduce one structure at a time and help students to incorporate and practice correct use of that structure in their writing and speaking. Teach other structures explicitly when students have demonstrated understanding of the one on which instruction is focussed at a given time. Use some of the time during writing conferences to focus on students' use of the conventions and to help them to better understand how the various structures work in sentences.				
A. Grammar	• Help students to identify the correct use of regular and irregular verbs in materials that they read and raise their awareness regarding incorrect use in their own writing. Give them a list of prompts or queries that they can use during revision of their work to check for inaccurate usage. • Continue to help students to build awareness of subject and verb agreement as well as pronoun agreement with antecedents. • Teach students to identify correct use of coordinating conjunctions, adverbs and prepositions. • Revise as needed, in the context of their writing and oral presentations, appropriate use of adjectives and other parts of speech. • Use the teaching moment in conferences to heighten a student's awareness about his or her own usage.				
B. Sentence structure	• Continue to help students identify and use sentences that are well formed, coherent and clear.				

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Use the writing conference to draw students' attention to infelicities in sentence construction and provide them with prompts that they can use to detect the errors they make and repair them. • Model the use of sentence-combining strategies so that students can create compound sentences using various structures such as connectives, participial phrases, prepositional phrases, and appositives. • Encourage students to read over their writing to check for correctness of sentences.					
C. Punctuation	• .Continue to monitor students' use of the punctuation marks they have learned in earlier grades; i.e. the full stop, comma, question mark and exclamation mark. • Teach students to indicate all direct quotations that they include in their writing through the use of inverted commas. • Teach them to underline the titles of books, films, newspapers and magazines. • Teach them to use the apostrophe to indicate possessive case. • Teach the use of capital letters appropriately in the titles of texts and in the first word of a quotation. • Teach them also to use brackets around information that qualifies or clarifies a statement.					
D. Spelling	We need to continue to give special attention to spelling and to help students to use strategies to spell correctly. Some students may be struggling with spelling so it will be useful to revise the strategies that were emphasised in Grades II and III and to help them gain confidence with spelling. We should help them to understand that they need to learn to spell not just as an end in itself but because it is integral to their writing and to conveying accurate information and messages. We may use quizzes and dictation judiciously throughout the year to monitor students' mastery of the standards in this strand.					
	• Focus on the structure of words, on roots and affixes as an aid to spelling. • Help students identify prefixes, suffixes and roots. • Help them to understand syllable structure and to separate words into parts as an aid to spelling.					
Guides for integrating – across the domains and other subjects	As in the earlier grades, teachers will have many opportunities for integrating instruction across the domains of the language arts and to use the language arts for students to write compositions about topics in other content areas of the curriculum. A primary focus must be to help students develop proficiency in reading and writing at grade level so that they can handle the academic work in the grade without difficulty. Some students will be advanced in this respect and we will need to provide enrichment activities that will help them to extend their knowledge, understanding and mastery over the skills and concepts that they have learned. Other students will be managing the work, and our focus must be to help them attain full mastery of the skills and standards identified for the various strands in the language arts and across the curriculum. Some other students will be struggling and we must ensure that we schedule time to provide scaffolded instruction that will enable them to understand the concepts sufficiently so that they can then practice and master them on their own. Integrating within the domains of the language arts and across the curriculum will help students to see the importance of language to every sphere of their learning. The reports and compositions they write on topics in other subject areas will utilise the same process strategies and other skills and techniques that we teach in the language arts to help them achieve mastery. Wherever the opportunities arise, we must help students to use their language skills to access and express information in all the domains of the language arts and other content areas across the curriculum.					

Domains ➝ Strands ▼	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	- Continue to emphasise the importance of achieving ownership of words in subjects across the curriculum, using strategies learned and developed in the language arts. - Continue to schedule time for reading aloud, using varied materials from the language arts and other subjects across the curriculum. - Provide opportunities for students to give planned oral presentations on topics from other subjects across the curriculum. - Set purposes for reading and have students read for different purposes based on the information they must access across the curriculum. - Continue to provide opportunities for students to work in collaborative groups on project work and to present, share and discuss their work with classmates.					

Listening and Speaking

General Learning Outcomes for Listening and Speaking

By the end of Grade IV students should have attained all the standards for listening and speaking at Grade IV. These are: I. 2.i.; i. 3. i. & ii; I. 4. i. – iv; IV.2. i. & ii; IV 3. i. – iii; IV 4. i. – iv; IV. 5. i. & ii; IV.6. i. – iv. In particular, they should also be able to:

1. listen with attention and courtesy while someone is making an oral presentation

2. listen to evaluate the views expressed by others

3. listen to determine the main idea of talks, speeches and other types of oral discourse

4. listen to detect the emotional tone of a speaker

5. listen to distinguish between literal and implied meaning in oral discourse

6. give a short informative talk about a topic of interest

7. use school language (Standard English) to discuss content and concepts in subjects across the curriculum

8. speak clearly, modulate voice, tone, pitch and adjust pace appropriately when making an oral presentation

9. use a register that is appropriate to context and situation

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to:*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
I. Listening and Speaking			
A. Interpersonal Communication A – 1. Listening and speaking to interact socially	1. listen attentively to oral presentations given by others 2. display ability to use conventional conversational principles during conversations with others (e.g. take turns for speaking) 3. listen to determine the literal and implied meanings in a speaker's message 4. use appropriate register (formal, casual) tone and choice of language required by the context and situation	▪ Students listen to recorded dialogues between individuals of different profession, rank, status; e.g. a pastor and a member of his congregation, a policeman and a civilian and work on guided questions to discuss the appropriateness of tone, register, and language used in the given situation. ▪ Students listen to an oral presentation given by a classmate or visitor to the class and ask questions about the content of the presentation. ▪ Students work in small groups to select simulated situations and develop role plays in which they adjust language, tone and delivery of message according to the listener, context and situation in the simulated event they have selected. They work on face-to-face situations as well as communication via telephone. They do the role play for the rest of the class and other students use guided checklists to critique the attitudes and appropriateness of language used by the characters. General discussion can follow for clarification of concepts and the various group critiques.	▪ Outlines of situations for stimulating oral work (these can be taken from thematic units that the class is working on) ▪ Equipment for recording the speaker's oral presentation ▪ Old telephones / mobile phones for use in role-plays and improvising conversations with different speakers ▪ Question checklists that focus on specific criteria suggested by outcomes and for the use of students, for example, questions that help students focus on the emotional tone of speaker or on choice of register and language
A-2. Communicating to get and to give information	5. listen to a set of instructions on how to do / make something and follow them 6. listen to a news forecast and give a brief summary of it	▪ Students work in pairs on a simple task required in Art and Craft or other subject. One student works on completing the task while the other gives the instructions and answers questions for clarification. The student who will do the task faces the table,	▪ 3 x 5 cards for writing down instructions and clues ▪ Materials for doing a set of tasks from Art and Craft

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	7. listen to follow the sequence of events in a report or story 8. give a short informative report on a topic of interest 9. give an account of an event, e.g. a field trip; a local celebration 10. give an oral report on a book that was read or a film that was viewed 11. give clear directions on how to get from one place to another 12. ask pertinent questions to get information	which has the materials on it. The other student sits on the opposite side with his / her back to the first student. The student giving the instructions has a set of cards with a numbered list of informative clues in the order in which the activity must be done. The student refers to additional information on the other side of the card to provide clarification as needed. The student with the cards reads out the clues to the other student who tries to follow the instructions to complete the task. The student giving the clues must incorporate them in complete sentences orally. The student doing the task is allowed to ask questions for clarification or for more information which the other student can supply from the points the back of the card. Students exchange roles to complete a different task.	▪ Recordings of weather forecasts / news bulletins ▪ Enlarged sections of street maps or a street map sketched on Bristol board as a stimulus for students to practise giving directions, using appropriate deictic (directional) terms ▪ A map and key with the cardinal points indicated
B. Listening and speaking to develop oral communication skills for academic and other purposes B – 1. Listening and speaking for enjoyment and to express personal response	13. listen to a variety of literary materials, e.g. poems, stories, songs / song lyrics, to express a personal response 14. participate in choral recitations 15. express views, feelings and opinions in discussions with classmates and others 16. retell a favourite story and recount the events in a film that was viewed 17. describe a favourite place / activity	▪ Students listen to teacher read a poem or to a recording of a poem. Before listening they discuss the title and make predictions about the subject matter of the poem. They read four statements that express what the central idea of the poem is, but they are told by the teacher that only one option is correct. They listen to the poem to determine what the central idea is and they select the statement that best expresses the central idea. Students discuss their choices. Students have an opportunity to listen to the poem again. They pay attention to the expression. They follow by reading the printed version of the poem as	▪ Adequate selection of poems and stories (see the list in the Teachers' Guide for sources). ▪ Selection of recorded poems and stories. ▪ (Access to) computer, printer / word processor / photocopier. ▪ Selected percussion instruments for rhythmic accompaniment to choral readings (optional).

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to:*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
	/ hobby, and explain why it is special	a whole class activity. ▪ Students participate in sharing activities in which they tell their classmates about a book they have read independently. The students who listen ask questions about the book and the speaker elaborates and explains to provide further information or clarification.	▪ Equipment with headphones for individual listening tasks.
B – 2. Listening and speaking to develop comprehension	18. listen to determine the gist of a conversation, speech or other type of oral presentation 19. listen to an oral presentation to draw conclusions from it 20. listen to generate a topic for a passage based on the information given in it 21. listen to a short passage to identify the main idea 22. listen to a short passage to distinguish between the main idea and supporting information 23. listen to an oral report to follow the chronology of events 24. listen to a short selection to explain its meaning 25. listen to a spoken message or oral presentation to summarise the ideas expressed in it 26. select and use relevant details to	▪ Before listening students read the topic of a passage written on the board. They discuss its meaning and they make predictions about the listening text based on it. They then listen to the passage to confirm or disconfirm their predictions. They listen a second time to come up with one conclusion they can draw from the passage based on the information given in it. ▪ Students listen to a short speech and as they listen they generate two or more questions they would ask the speaker. ▪ Students examine a set of four or five pictures in series that depict scenes in an event. Students discuss the content of the pictures and prepare a short report for an oral presentation based on their interpretation of the pictures.	▪ A wide selection of material (short passages, poems, songs, brief dialogues) for use as stimuli in listening activities ▪ Pictures in series on large cards for use in giving short oral reports based on visual stimuli ▪ Larger pictures for oral descriptions in which students use deictic words (i.e. words indicating direction) to orient and describe what they see for the listener

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	support a central idea in an oral presentation 27. ask questions to elicit information		
B – 3. Listening and speaking to evaluate oral and media communication	28. listen to identify and discuss the claims made in simple advertisements 29. listen to distinguish between a fact and an opinion (or belief) 30. listen to two short reports about an incident from two different newspapers to detect different emphases / slant and bias	▪ Students discuss advertisements that they are familiar with and say why they like (or do not like) them. They discuss the purpose of advertisements and say whether they present their messages effectively. They discuss with teacher the strategies used in advertisements to persuade. They read the words: *music, lyrics, message*, that teacher writes on the board and talk about their use in advertisements with which they have heard on radio and with which they are familiar. They listen to a recording of an advertisement to determine the message. They discuss selective features of the ad that the teacher sets for the listening task. ▪ Students first discuss the difference between fact and opinion. They examine several examples of each to identify the difference. They listen to a short speech to identify instances of fact and opinion. They work with a numbered list, representing the sentences in the order they occur in the speech. Students write down an F or an O next to the number of a sentence that they identify as being a fact or opinion. After listening, they discuss their responses with classmates and listen again to verify their responses and further discuss the specific examples from the speech.	▪ Recordings of different advertisements intended for radio (and other media) ▪ Short selections / editorials from newspapers and magazines that represent differing views and opinions ▪ Statements representing facts, beliefs and opinions ▪ Examples of speeches or extracts of speeches that contain examples of facts and opinions

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to:*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
C – Vocabulary and concept development	31. listen to identify key words used in a speaker's contribution or in a presentation on a given topic 32. listen to determine word meanings from the contexts in which they occur 33. use words for their literal and connotative meanings in planned oral presentations 34. use new words that they have encountered in reading in their planned oral presentations	▪ Students continue to include new words encountered in reading and listening texts in their Word Banks and use them in their oral presentations. ▪ Students practice pronouncing words that they have difficulty with e.g. banana [in which they tend to place stress on the first syllable **ba**nana and not the second ba**na**na - which is the one that should be stressed, or - another example **ja**lopy - which should be ja**lo**py. They record themselves reading the words in sentences or in lists and later listen to the recording to check their pronunciation, using self-evaluation sheets they have worked on with teacher. ▪ Students read a set of words from a listening text that teacher has written on the board. They discuss the words and discuss what they mean. They read over the various meanings they have come up with as teacher writes them on the chalk board. They listen for the words in the passage read by teacher to determine their meanings. They select from the meanings listed on the board and write down other meanings if none of the ones on the board is correct. They discuss their responses and have another opportunity to listen to the passage to verify the meanings of the words in context. Students later write the key words in their Word Banks and generate sample sentences to illustrate their meanings.	▪ Word lists with new words students have learned in the language arts and subjects across the curriculum ▪ Lists of words that students have difficulty pronouncing ▪ Equipment for recording and listening to their own pronunciation ▪ A dictionary and thesaurus suitable for the age group ▪ Students' Word Banks

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to:*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
D. Voice skills – developing clear articulation – enunciation - pronunciation	35. use acceptable intonation for different sentence patterns 36. vary the rate of their speech according to the communicative event, situation and message 37. project and modulate the voice, volume and pitch depending on the setting, situation and context 38. show greater control over pronunciation of longer words that they encounter in their reading or use in their oral presentations 39. recite short poems or dramatic selections using appropriate pacing and volume, and clear enunciation	▪ Students read aloud individually and in small groups, paying attention to pronunciation and intonation. They record their individual readings and discuss them later with classmates and teacher to identify and improve upon areas of weakness. ▪ Students use checklists of criteria that they have discussed with teacher to monitor voice projection, enunciation and pronunciation as students recite a poem or a dramatic selection. They listen to recordings of the recitations and use the checklist to evaluate the presentation. ▪ Students participate in individual conferencing sessions to listen to their recordings and to review their performance with the teacher and identify areas on which they need to work to improve their oral delivery. ▪ Students listen to a poem with a strong metric pattern and rhyming scheme that teacher reads to them. They listen for the pattern of strong and weak stresses on the words. They tap softly on the desk to indicate the strong stresses. They read the words *strong* and *weak* on the board and listen as teacher explains that some words and syllables have strong stress (are said with more force) than others (with weak stress). Students listen again to one line of the poem to identify the words /(syllables) with strong stress. They clap lightly to indicate the strong stresses as	▪ Tape recorder and a selection of tapes with choral recitations. The class / school can build a bank of best renditions by former classes / other schools over time as a resource. ▪ Blank tapes for recording students' individual and choral recitations. ▪ A wide selection of reading material, in particular, poetry, scripts of short plays, scenes from plays. ▪ Informative charts to show stress pattern (rhythm) learned in the poem. Add charts to include additional patterns as they are introduced and learned. Include examples of poems on (separate) charts that exemplify the particular pattern. ▪ Card / Bristol board for students to write up their poems and examples of poems from their reading books. ▪ Art materials for illustration of poems and chart decoration. ▪ A small selection of percussion instruments that students can use

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		they listen. As a group, they read the poem which has been copied on sheets of paper, tapping as they read to indicate the strong stresses. As a follow up activity in writing, they try to write their poems using a similar stress pattern. They read their poems aloud to their classmates who make comments and give feedback.	for keeping time with the rhythm.
E – Attitudes and Interest	40. show enthusiasm for and participate actively in the activities and exercises prepared for the listening and speaking 41. speak with confidence in different situations 42. show courtesy and respect in conversations 43. respond appropriately to the other speakers in a conversation 44. invest time in listening activities that are intended to develop their learning abilities	▪ Students participate with enthusiasm in the activities designed for oral communication, including: - warm up activities before they listen - discussion of the concepts presented in the listening texts - role play different scenarios that require them to adjust their language and tone - preparation of impromptu and planned oral presentations - follow up activities that require writing, artwork, discussion, group work - use of checklists (guiding questions) for self and peer evaluation of planned oral presentations	▪ All the resources listed in the foregoing sections and selected resources from earlier grades. ▪ *Teacher as a resource to:* - model good oral language - monitor students' mastery of the outcomes listed for Grade IV - make appropriate selections to stimulate student participation in the listening and speaking tasks and activities - prepare and use aids wherever appropriate to help make the task clear to students - set purposes for listening and ensure that students understand what these are - give prompt feedback and involve the students in the evaluation process - link listening and speaking activities with work in other domains of the language arts.

Reading

General Outcomes for Reading

By the end of Grade IV students should have attained all the standards for reading at the Grade IV level. These are: II. 1. i. – iv;II. 2. i. – vii; II. 3. i. – viii; II. 4. i. – vii; II.5. i. – x; II. 6. i.; II. 7. i. –iii. In particular, they should also be able to:

1. read materials at Grade IV with fluency

2. select known strategies to solve word recognition problems

3. read more challenging books independently

4. identify the text types that they read and talk about the salient features of these types

5. relate background knowledge and prior information to a text to predict its content and as an aid in understanding it

6. distinguish between new and given information in a text

7. use a range of strategies to monitor their understanding of the texts that they read

8. use specific strategies before, during and after reading to construct meaning

9. use specific text features (graphics, illustrations, table of contents, index, glossary and appendix) to access information and to get clarification about a text

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A. Word recognition	1. read texts at grade level with fluency, appropriate intonation, expression, and pacing to show understanding 2. use knowledge of the alphabetic code to decode complex letter clusters and words 3. identify complex letter clusters and read accurately the words in which they occur 4. use appropriate strategies (syllabication, phonics, use of word parts) to recognise and read new and unfamiliar words 5. read more challenging texts independently	▪ Students listen to teacher as she models reading in group sessions. They pay attention to intonation, phrasing and voice modulation. They also listen to recorded stories and read along as they listen. Students read aloud in whole class or small group sessions, paying attention to appropriate phrasing and intonation as they read. Classmates listen and give feedback. Students also record their reading and listen in independent sessions or in reading conferences with teacher to receive guidance on improving their oral reading. ▪ To increase speed and fluency in reading, students read a short passage of 50 – 75 words and read it silently as quickly as they can. Teacher times the activity by writing minutes and seconds on the board. Students write down the time it took to complete the reading. Students complete short multiple choice exercises on the content of the passage to ensure that they have read with understanding, and they discuss both their reading time and their responses with teacher in conference. Students practice reading the passage to build fluency and accuracy. In subsequent lessons they move on to slightly longer passages of approximately 100 words. Students struggling with fluency have increased opportunities for practice every day.	▪ Note books for reading logs ▪ Large cards or Bristol board sheets for writing letter combinations and words in revision sessions (as needed) ▪ A dictionary for reference ▪ Computer with access to online dictionaries ▪ Lists of high frequency words ▪ Cards with mnemonics to help students remember longer words. ▪ Reading record forms to take running records of students oral reading during reading conferences (see *Teachers' Guide*) ▪ Lists of new words encountered in the readings in the language arts and cross curricular subjects ▪ A wide selection of reading materials, graded from easy to challenging ▪ A clock / timer
B. Vocabulary development	6. use definitions, explanations	▪ Students continue to use their Word Banks for	▪ A good dictionary appropriate to

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	provided in brackets (parenthesis), and restatements to determine the meaning of unknown words in a passage 7. use knowledge of synonyms and antonyms to determine the meaning of words and phrases in a passage 8. identify words that have more than one meaning and interpret their use in a passage 9. use a dictionary to find out the origin and derivation of new words that they encounter in reading 10. use knowledge of the origin and derivation of a word to determine its meaning in a particular context 11. identify and determine the roots and affixes of words 12. use knowledge of roots and affixes to determine the meaning of complex words 13. determine the meaning of compound words	listing new words that they encounter in their reading, for writing down the meanings of these words, and for writing sentences that exemplify the appropriate use of these words. They extend the use of the Word Bank to include information about the origin and derivation of words that they check in the dictionary. They continue to use the Word Banks as a resource in their own reading and writing. ▪ Students use a dictionary to find out about the origin and derivation of words and to verify information about roots, prefixes and suffixes. They participate in vocabulary lessons in which they do activities and tasks that develop their knowledge about the words they encounter in their reading. They do word analysis tasks that help them to understand the structure of the words they encounter and to use these words appropriately. Students also play word games, e.g., *Affix the right suffix* (see *Teachers' Guide*) that help them build their knowledge of vocabulary ▪ During reading students respond to queries that help them to use contextual clues to determine the meaning of unknown and unfamiliar words. They identify specific types of textual information such as definitions, restatements and explanations given, and use them as needed to determine word meanings. Students use dictionary	grade level ▪ Large sheets of paper or Bristol board for writing up suffixes and lists of words ▪ Cards with suffixes that students use to build words in whole class activities ▪ Separate cards with root words and suffixes for use in the suffix game ▪ Selected resources listed for earlier grades ▪ Class word lists ▪ Individual word lists ▪ Notebooks for class and individual Word Banks

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		resources to verify meanings when context clues are inadequate.	
C. Reading comprehension C – 1. Constructing meaning	14. use background / prior knowledge about the topic of a reading selection to make predictions about the content 15. confirm or disconfirm predictions about a text by reading on and interpreting information given 16. relate prior knowledge to information presented in a text to make appropriate inferences 17. use strategies before, during and after reading to construct the meaning of a text 18. use queries and think aloud strategies to monitor their understanding as they read 19. use QAR strategies to locate answers to specific questions about a text	▪ Before reading students discuss the topic of the selection and relate their background knowledge to it to predict the content of the passage. They use strategies that they have learned to understand the material and to overcome misunderstandings as they read. These strategies include - slowing down their rate of reading at difficult parts - re-reading sentences and sections of the text to make appropriate connections - making meaningful substitutions and using synonyms in particular contexts to determine the meaning of a sentence or chunk of text - asking themselves questions about the text as they read - using their knowledge of print conventions, e.g. paragraph units, punctuation, information given in parenthesis - using definitions, restatements, synonyms, to determine word meanings in context - using think aloud strategies and queries to make relevant connections and draw reasonable inferences and conclusions. ▪ Students continue to use the strategy of Question and Answer Relationships (QARs) to determine explicit and implicit meaning in	▪ Charts to show some of the strategies, e.g. QAR charts (see *Teachers' Guide*) ▪ A wide and varied selection of supplementary reading material for the class reading centre: stories, illustrated books (including some comics) children's magazines, expository materials and a range of graded fiction and non-fiction books ▪ Equipment and recordings of selected reading material for use by students to listen to, as they read along in individual sessions

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		a text. They follow as teacher models the strategy and they apply it as they try to answer specific questions about the text.	
C – 2. Critical reading	20. identify the intended audience for a given text 21. read for different purposes and set purposes for reading, e.g., - for pleasure and enjoyment - for finding information - for learning in subjects across the curriculum 22. make meaningful connections between related bits of information that are widely separated in a text 23. evaluate and make judgements on the basis of explicit and implicit information given in a text 24. compare and contrast information from different sources on a selected topic 25. identify some of the ways in which writers use language to try to influence their readers to a particular point of view	▪ Students follow as teacher models different think aloud strategies of self- questioning and reasoning about the events presented in a text to make connections between relevant events and to link related bits of information to make inferences and draw conclusions. ▪ Students use strategies they have used in earlier grades as well as additional strategies to read critically. These strategies include: - using pictures and other visual clues provided by the author as an aid to understanding the meaning of selected text - using sentence connectives, cohesive and transitional markers to determine the relations between sentences, paragraphs and ideas presented in a text - using specific text features such as graphics, diagrams, charts, illustrations, the table of contents, the glossary, index, endnotes and appendix to get clarification about sections of the text - summarising the content of individual paragraphs to arrive at the central idea - paraphrasing more complex sections of text to arrive at a clear understanding of the meaning - using graphics such as a Venn diagram to compare and contrast information about	▪ All the resources listed under Section C-1 ▪ Writing materials: pens, pencils, writing and drawing paper ▪ Large sheets of paper for charts and charts with illustrations and mnemonics for selected strategies ▪ A selection of newspaper articles, editorials and magazine articles suitable to the age group and in which a clear point of view is presented ▪ All the resources listed under Sections C- 1 and C-2 for Grade III

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		a given topic or text or comparing two texts.	
C - 3 Understanding informational / expository text	26. use features of an expository text (charts, diagrams, graphics) to clarify its meaning 27. use the table of contents, chapter headings, the glossary and index to find information in an expository text 28. use the appendices of an expository text to locate additional information about it 29. determine the sequential order of presentation in an expository passage 30. identify the topic sentence in an expository paragraph 31. identify the relevant details given to support the topic sentence in an expository paragraph 32. distinguish between fact and opinion in an expository selection 33. distinguish between cause and effect in an expository selection	▪ Students read selected journalistic materials and selections from magazines that have clear examples of facts and opinions. They first discuss the difference between a verifiable fact and an opinion, using several examples as the basis for discussion and identification of the types. They read a chosen passage for the purpose of identifying the use of facts and opinions in the selection. After reading, students work in small groups or as a whole class to discuss their examples from the text. They refer to the context of the text to verify their answers and to clarify the concepts of what are a verifiable fact and an opinion. ▪ Students extend their knowledge of the structure of expository paragraphs and text by reading to identify the main idea of a given selection, to identify the topic sentence and determine the relevant supporting information / details given to clarify the main idea and topic. Students use their analysis as a framework for their own construction of expository paragraphs in their writing.	▪ A wide selection of expository materials, including trade books and passages from subjects across the curriculum. ▪ Blank chart with the "paragraph person" (see *Teachers' Guide*) or a cluster chart for students' use in organising information in their analysis of an expository paragraph and identification of the main idea / topic sentence and supporting details. ▪ Loose sheets of paper and other writing materials for students' use
C – 4 Features and analysis of literature texts and responding to literature	34. read a wide and varied range of literature appropriate to grade level 35. show understanding of the types of organization used in poetry,	▪ Students read and discuss a wide range of literature made available in the class and school libraries. They organise a reading log as they did in Grade III for the purpose of keeping a record of the materials they read	▪ Bristol board and large card board squares for pinning up examples of text types read and for writing down the features of the different types that they have observed

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	prose, plays, fiction (narratives) and non fiction (biographies and autobiographies) 36. identify instances of figurative language (simile, metaphor, personification, onomatopoeia, alliteration) in a literature text 37. distinguish between the plot structure of different types of narrative, e.g. folk tales, fables, fairy tales, myths and legends 38. identify the speaker in a poem and the narrator of a story 39. read a description to determine the atmosphere or mood created by a writer 40. show understanding of and use the terms of story grammar in their discussions about the narratives they read 41. identify the main events in a plot 42. identify the reasons for the actions or behaviour of a character in a narrative 43. identify the cause of a particular event or incident in a narrative and explain its effect(s) on subsequent events and on characters	independently. Students use the headings Poetry, Prose, Plays / Skits on different pages of their reading log (notebooks) and under the Prose section they use the sub- headings Fiction and Non-fiction. Under the fiction section they create other subdivisions with the following sub-headings: stories, fables, fairy tales, science fiction, adventure. Students make entries in their log every week and they write short accounts of each book they have read. They use the log as a basis for discussion with teacher about their reading selections during individual reading conferences. ▪ Students extend their understanding of narrative structure by using the story grammar graphic to map out the structure of the stories they read. They work in small groups or individually to complete a blank story grammar, inserting information about the setting, the plot – the main events in the story leading up to and after the climax; identifying the climax and the characters. Students discuss the books they have read in small groups or as a whole class, using their graphics and notes to focus on the plot and narrative structure. ▪ Students work in small groups to present selected scenes from the stories they have read in role plays. They also present selected scenes from scripted plays appropriate to the	▪ An overhead projector for showing copies of passages, poems that are intended for whole class discussion ▪ Transparencies for the projector; if an LCD projector is available this will eliminate the need for transparencies ▪ A wide selection of reading materials suitable to the age group: poems, narratives, short plays, different fictional genres ▪ Multiple copies of books for individual use in group reading sessions ▪ Large sheets of Bristol board for creating the graphic organisers that will be used as teaching aids ▪ A drama corner or access to a school centre with makeshift costumes for use in role plays and scripted play presentations ▪ Some recorded stories for selected listening by students as they read along

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	44. explain how the action or behaviour of a character influences that of other characters and events in a narrative
	
	45. compare and contrast stories and characters in books that they have read
		grade level.
		
		▪ Students compare two books or two characters that they have read. They use the Venn diagram graphic to list similarities and differences and they use the points to organise and write paragraphs about the stories and characters.
		
		▪ Students to continue to respond to literature in different ways, e.g.:
		  - representing scenes, characters and events in pictures, drawings, paintings
		  - writing a scene from a story in dramatic form and acting it out
		  - making a time line of the events in a particular story
		  - representing the main events of a story in a series of pictures
		  - writing different types of responses to the text, e.g. selecting imaginative topics as the subject for writing - *If I were the character in that situation I would...*
		
		▪ Students view a videotaped / DVD version of a story that they have read. They use the story grammar graphics to record information about the video version and use this as a basis for comparing this with the printed version. Students discuss their responses in small or
			▪ Audio equipment with headphones for individual work
			
			▪ Access to a VCR and monitor for viewing of stories
			
			▪ Large sheets of card for pasting up lists, graphic organisers, children's stories, poems and illustrations
			
			▪ *Teacher as a resource to:*
			  - create activities that help students develop an appreciation for literature
			  - guide students in their selection of reading materials
			  - model useful reading strategies for students
			  - discuss the problems that students encounter with reading and provide scaffolded instruction to help them become independent readers.

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		whole class groups after viewing.	
D. Reading and writing connections	46. respond in writing and other ways to the materials that they read	▪ Students use samples of text types that they read as models for their own writing. For example, they read and discuss a poem and it can become a stimulus for their own attempt to write a poem. They can also write about their response / reaction to the poem, or write a letter to a family member or friend telling them about a book that they have read and suggesting some reasons as to why the friend might like to read the book. They can pretend to be one of the characters in the book and write about a particular event in the book. Students also write blurbs for the stories that they read and book reports that they present orally.	▪ All the resources listed under Sections C1 - C3 ▪ A wide selection of reading materials ▪ Writing materials
E. Attitudes and Interest	47. share their book reports with their classmates, teacher and other chosen audiences 48. show enthusiasm for searching out reading materials for different purposes 49. use a range of resources to seek out information that they need and use books as a major resource for finding information 50. talk about their favourite books 51. engage in uninterrupted sustained silent reading every day	▪ Students make judicious use of the dictionary, thesaurus and encyclopaedia as references. ▪ Students take turns in small and whole class groups to talk about what they have read with others. ▪ Students write an account of a book that they have read and prepare a report for an oral presentation to the class. They use the author's chair from which they make their presentation and other students ask questions and make helpful comments. ▪ Students use the strategies they know to develop fluency in reading.	▪ *Teacher as a major resource to:* - help students develop speed and fluency in reading - gain confidence as readers - develop an appreciation for good literature - set new targets for reading

Writing

General Outcomes for Writing

By the end of Grade IV students should have attained all the standards for writing at Grave IV. These are: V. 6. i. – viii; V. 7. i. – iii; V. 8 i. – ii; V. 8A i. – ii; V. 8B. i. – v; V. 8 C. i. – iv; V. 8. D. i. In particular, they should be able to:

1. show greater control in writing different types of text

2. write for a wide range of purposes practiced in Grades 1 through III and others introduced in Grade IV

3. use Standard English to express themselves with increasing clarity, fluency and correctness

4. show increased mastery over the conventions and mechanics (technical aspects) of writing

5. show increased mastery over the grammar of Standard English

6. use a wider variety of sentence patterns in their writing

7. make use of process strategies in planning, writing, revising, proofreading and editing their compositions

8. identify differences between Standard and non-standard varieties of English

9. participate with confidence in conferences with teacher and sharing sessions with classmates

10. show positive attitudes to writing

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III. Writing			

A – 1. Writing for self and for a chosen audience	1. use various forms of writing for personal purposes:
	
	  - diary entries
	
	  - journal entries as resources for writing
	
	  - friendly letters
	
	  - formal letters
	
	  - lists, notes of different kinds and short messages
	
	2. use personal resources for writing, e.g., observations, reading, conversations (talking to others, interviews), reflection, memory
	
	3. write a composition with a clear sense of the purpose and audience for whom it is intended
		▪ Students use their journals as a resource for writing, for making notes, and for recording their observations. They participate in activities to develop their own resources for writing, for example, writing based on memory of a personal experience or event, writing based on reading that they have done, writing based on conversations or interviews with other people. Students work on selected composition topics that require them to develop skills for using these resources.
		
		▪ For each writing task to be done, students consider carefully the purpose for writing and the audience for whom it is intended. They use the process strategies they have learned for generating ideas for the composition, for drafting, revising and editing it. Students share what they have written with classmates in pairs or small groups and respond to comments and questions about their writing. They refine their writing, using prepared checklists as guides to improve the composition.
		
		▪ Students participate in project work and other planned events designed to help them learn the format for formal letters of different kinds, such as letters of invitation, letters of apology and thank you letters. They use opportunities
			▪ Note books for use as writing journals
			
			▪ Charts for showing different letter formats
			
			▪ Brochures on places of interest
			
			▪ Review charts showing the structure of an expository paragraph
			
			▪ Charts with visuals: cluster / tree diagram showing relationship of subordinate details to main idea; see *Teachers' Guide* also for *Paragraph person* graphic
			
			▪ Large sheets of paper and cards for charts
			
			▪ Writing and drawing materials
			
			▪ Chart showing simple outlines and clusters for organizing ideas
			
			▪ Planned field trips organised for language arts and other subjects
			
			▪ Real audiences for letters through

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		for linked activities, for example, they use the opportunity to write authentic letters of invitation to a visitor to give a talk to the class, and they generate questions that they will ask the visitor. They work on an oral vote of thanks and then a written *thank you* letter that they might send subsequently. Students also discuss the answers given by the visitor to the questions they asked, and they use these as a basis for writing about the visit and the presentation. These several writing tasks provide them with opportunities for learning to write different types of composition and to use their resources for writing.	planned project work and thematic units
A – 2 Writing to develop academic proficiency	4. write complete, clear and coherent sentences 5. use different text types based on their purposes for writing 6. write the following types of composition - clear instructions and directions - summaries - paragraphs that focus on a central idea - explaining a simple process - reports of different kinds (e.g., science reports)	▪ Students link reading activities with creative writing activities. For example, their reading and discussion of a poem can provide a stimulus for expressing their ideas in poetry. ▪ Students use maps as stimuli for formulating and writing directions. First, they follow as teacher reviews the use of deictic (directional) words and phrases (e.g. *on the right*, *on the left of*, *opposite to*, *adjacent to*, *in front of*, etc.). As a whole class group they go through some sample situations using the maps. Students work in pairs to work out scenarios for giving directions, using simple indications; e.g. *Mr. Jones wants to take his pig to the slaughter house on the waterfront. He lives at Valley Farm on Rickety Street on the outskirts of the village. Give Mr. Jones directions to get to the slaughter-house by the shortest route*	▪ Selections of creative writing, poems, short stories etc. ▪ Enlarged sections of local or other maps; drawings of maps; for use as stimuli in writing directions. ▪ Large pictures as stimuli for using directional words and phrases ▪ Technical manuals with instructions for equipment that students need to learn how to use the computer and printer, the tape recorder, VCR and DVD players, video game ▪ Material from other subjects, e.g., recipes from Cookery, 'How to'

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	- descriptions of people, places and objects in which they use sensory details - stories based on real and imagined experiences and events - responses to literature, including: book reports, comparisons of stories, character sketches, comparisons of characters, blurbs for stories 7. use dialogue in a story 8. use strategies of exposition to organise paragraphs: - develop from a topic sentence and include relevant supporting details - present points in a chronological / sequential order - present similarities and differences - present cause and effect - present a question and provide a series of answers	*possible*. Groups exchange their scenarios and the individuals in each group work on giving directions according to the scenario they are working with and using the appropriate map. Students in the group discuss their directions and revise and edit them to improve them. Each group has an opportunity to read out the directions to the class and to get feedback from teacher and classmates. Students then work individually on scenarios handed out by teacher and revise and edit their work before submitting it. ▪ Students continue to use the story grammar as a framework for developing their stories. They now write stories with multiple events that cohere around a central plot and use dialogue as appropriate to develop their characters. They also include descriptions with sensory details in their stories to bring the setting and the characters alive to the reader. ▪ Students write descriptions of people, places and objects, using descriptive words that appeal to the senses. During revision they use their Word Banks, the class lists / charts of synonyms and connotations, and the thesaurus, to improve their selection of words. They work in small groups to read their descriptions and those of their classmates and to comment on them. Students work individually to revise and edit their work.	explanatory texts from Art and Craft, descriptions of experiments from Science, informative paragraphs from Social Studies as illustrative texts for writing to explain and inform ▪ Pictures in series with actions clearly indicated in each frame for use as stimuli for simple reports ▪ Science text books ▪ Examples of experiments from the Science class to help students write paragraphs that describe a process or for writing reports ▪ Cardboard or Bristol board for pasting up lists with examples; adhesive to paste up, glue, markers etc. ▪ Lists of synonyms and connotations. ▪ A wide selection of reading materials appropriate to grade level in the class and school libraries and also from subjects across the curriculum for use in class.

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	9. write compositions consisting of several paragraphs focussed on a central idea and which has an introduction, supporting information presented in paragraphs and an appropriate conclusion	▪ Students use several examples from their reading to discuss the patterns of organisation of the expository paragraph. They first work on the simplest pattern selected by teacher, organising points in chronological order, and they use writing opportunities to develop paragraphs with this pattern and to use it in their compositions. Students use process strategies to critique and to improve on their paragraphs and go on to other patterns as teacher introduces them. They write expository compositions with multiple paragraphs that they develop according to the patterns of organisation that they have learned.	▪ Appropriate charts with graphics showing patterns of organisation for the expository paragraph. ▪ Sheets with blank graphics for students' use in organising their ideas for paragraph development and for their compositions.
B. Writing process strategies	10. use process strategies to plan, write, revise and edit their compositions 11. use a variety of strategies to generate ideas for writing 12. use a simple sentence outline to plan a composition 13. modify their outlines based on how the composition shapes up during writing 14. use other strategies they have learned for organising their compositions 15. write interesting and clear introductions and endings for	▪ Students participate in group sessions for critical reading and discussion of sample informative and explanatory texts. Discussion focuses on the content of the text, and its organisation. Students generate and answer questions about the text and make note of the salient features. Students use their notes as reference as they work to develop paragraphs of the same text type and organisation. They use an appropriate graphic organiser to organise their ideas before writing, and they discuss their drafts with classmates and with teacher in writing conferences before they prepare a final copy of their composition. ▪ Students make use of different stimuli provided by teacher to write reports. For example, they examine a set of pictures in	▪ Checklists of questions for students to review their own work for correctness before submitting it. ▪ Charts illustrating various graphic organisers for shaping their writing into a composition. ▪ Access to a computer (in class or the school lab) and software for giving additional practice and guided support with writing. ▪ Materials for illustrating completed work. Paints, coloured pencils, etc.

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	their compositions 16. select an appropriate title for original compositions 17. improve their writing by including sentences of more varied structure 18. use a checklist as a guide to revise, proofread and edit their own writing	series and talk about the activities depicted in the pictures. They focus on the sequence of the actions, paying attention to what they can observe – and without making inferences about the actions. They write a paragraph or two in which they report on the events that are depicted in the pictures. ▪ Students write a paragraph to explain a process based on an experiment that they need to work on in their Science lesson. They focus on the steps in which the experiment must be done and after doing the experiment they write out the process in the sequence that they followed, giving the results that they obtained. ▪ As a whole class group students brainstorm to generate ideas for writing a composition. Teacher writes down the ideas on the board as the students express them. They work in groups to organise the ideas according to similarity of topic and content, and individuals work on their own to generate additional ideas and extend those written on the board, using one of the patterns of organisation that they have learned. Students later draft their compositions and use process strategies to revise and improve their drafts.	▪ Selected resources from Grade III and the resources listed in the foregoing sections
C. Research skills	19. use a dictionary and thesaurus as an aid to writing 20. use an encyclopaedia and other	▪ Students extend the skills they learned in Grades II and III in using the dictionary to check on the meanings and origins of words. They also use a thesaurus to find appropriate	▪ Access to a computer or computer lab ▪ Technical manuals appropriate to

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
	reference texts to find information 21. access information from different sources, (e.g. print and electronic references) in class, school, the public libraries and the Internet 22. show understanding of basic computer concepts such as: keyboard, mouse, cursor, hard drive, CD drive, software, memory, disk drive, and menu 23. use basic computer applications for inputting text and finding reference materials	alternatives for words that they know and incorporate into their compositions. ▪ Students participate in Information Technology lessons that instruct on the use of the computer for purposes of accessing online resource materials and information for subjects across the curriculum. They learn how to cite these references if they have made use of them in their compositions. Students also learn basic computer concepts and use the computer as a support for their writing and research activities.	Grade level for discussion of instructions and directions in the use of applications relevant to students' work ▪ A dictionary, thesaurus and encyclopaedia and other print and electronic resources suitable to grade level
D. Conventions of written and oral English	24. use the conventions of English appropriate to grade level in writing 25. write legibly and show more consistent control of handwriting	▪ Students revise their written drafts to check that they have adhered to the conventions of written English. They use a list of guided questions to check for accurate usage. Students attend conferences with the teacher to discuss their work and to review areas in which they experience difficulty.	▪ Checklist of questions to guide students as they read over their work to revise and edit it.
D – 1. Grammar	26. distinguish between sentences that are spoken and written in Standard English, Creole and CIV 27. write sentences in which the parts of speech are used correctly 28. use verbs, pronouns and	▪ During conferences students identify incorrect grammar use with the teacher's help. They correct their work based on the guidance and explanation given by the teacher. They participate in small group lessons in which they get additional instruction on the specific grammar points with which they have difficulty. They work on related exercises and revise written work that they have done to check for the specific grammar points on	▪ Support material in the form of charts for review and checking of grammar structures that give students trouble ▪ Small group games to reinforce use of concepts (see *Teachers' Guide* for examples) ▪ Material for paired and small

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
	coordinating conjunctions correctly in writing 29. revise writing to check for - accurate use of subject-verb agreement - agreement of pronouns with their antecedents - correct use of regular and irregular verbs in all tenses - distinguish between contraction *it's* and possessive *its*	which they have got explicit instruction. ▪ Students attend in lessons on grammar that focus on common errors they make. They work in small flexible groups with other students who make different types of errors. Each student takes responsibility for explaining a particular structure to the others in the group. Students then exchange compositions to check for accurate use of the grammar points that they explained and discuss with classmates how they might be corrected and the sentences improved.	group work for peer editing / teaching ▪ Charts for students' use as aids for their explanations ▪ Display charts showing examples of use of irregular verbs in selected structures
D – 2. Sentence Structure	30. write English sentences that are clear, coherent and well formed 31. use appropriate structures to combine sentences 32. revise sentences for completeness, clarity and coherence 33. revise sentences for sustained use of English	▪ As part of their revision work students get opportunities to rewrite sentences and improve them for clarity and correct use of structures and parts of speech. ▪ Students work on structured exercises in which they insert the appropriate grammar structure in a given sentence. ▪ Students participate in conferences with teacher in which they have the opportunity to review their sentences and to consider ways in which they can improve them. They also participate in shared reading sessions in which they read a classmate's composition to give a personal response to the content and also to identify sentences with structural problems and discuss ways of repairing them.	▪ Worksheets with carefully prepared structured exercises that focus on particular areas that students need to work on ▪ Guided questions to help students identify structural problems in sentences that are the focus of instruction at a given time ▪ Student samples of well formed sentences with accurate use of structures and vocabulary ▪ Photocopies of selected samples of students' writing for small group discussion and revision

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
D – 3. Punctuation	34. punctuate sentences using the marks learned in earlier grades correctly (the full stop, capital letter, question mark, exclamation mark, comma) 35. use inverted commas to indicate direct speech (quotations), titles of articles, stories and poems 36. use the apostrophe to indicate the possessive case in nouns 37. underline book titles	▪ Revision activities provide a context in which students read over and examine their use of punctuation marks in their compositions. They use appropriate reference guides provided by teacher to help them make appropriate corrections. They also use conference time with teacher to discuss their use of punctuation in their writing. Students follow up with focused revision of their writing to repair the mistakes they identified.	▪ Charts with samples of sentences using correct punctuation ▪ Charts with simple and clear explanations of the use of the punctuation marks that students have learned ▪ Stories with dialogue illustrating the use of inverted commas and other relevant marks ▪ Materials for punctuation games (see *Teachers' Guide*)
D. – 4. Spelling	38. use and spell correctly suffixes and the words in which they occur 39. use strategies they have learned to spell high frequency words correctly 40. use their knowledge about subjects across the curriculum to develop specialised vocabularies and to use these productively in school work 41. distinguish between the spelling of common homonyms	▪ Students participate in various exercises that are designed to help them master the spelling of new words they encounter in reading and to use them correctly in writing. They work on structured tasks that help them to identify different suffixes and to find examples of words with these suffixes. Students create lists of words that they use as references for accurate spelling when they revise their own work (see *Teachers' Guide* for sample activities). ▪ Students use the spelling strategies they learned in Grade III as well as new strategies introduced in Grade IV. They sort words into categories based on specific guiding principles given by teacher, for example, according to meaning, or according to common letter clusters.	▪ Cards with root words, prefixes and suffixes for students to combine to spell words ▪ List with high frequency complex words separated in parts to guide students in spelling ▪ Material for occasional spelling quizzes ▪ Appropriate short passages for dictation ▪ List of homophones students have encountered in their reading ▪ Strips of paper with sentences, including blanks where

Domains, strands and topics	Specific Learning Outcomes: Knowledge, skills and attitudes *By the end of Grade IV students should be able to*	Sample Activities *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 second column. Additional activities are given in the Teachers' Guide.*	Suggested Resources *The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.*
		▪ Students work on a cloze exercise to practice spelling high-frequency words correctly. They complete words in a passage from which some letters have been omitted. Students use the sentence and surrounding text context to help them identify the right word and they use the letters given to complete the word. ▪ Students work with a series of cards on which are printed different homophones (forms that are homonyms, i.e. they sound the same but are spelled differently), one to each card (e.g. two, to, too); (their, there); (see, sea); (peace, piece); (flee, flea) etc. The cards are placed face down on the table / desk. Students also have a set of printed sentences on a sheet of paper in which there are blanks where the homonyms would fit. Students select one card at a time and fit the homonym into the most appropriate context.	homonyms have to be inserted by students

Assessment

As in Grade III students in the fourth grade need to be assessed on entry to the grade to determine whether they have mastered the requisite skills by the end of Grade III. On the basis of the entry-level assessment, teachers plan instruction to determine how to plan instruction and to manage groups for different tasks across the domains. Some students will have mastered the required skills in Grade IIII and they are also likely to be proficient in handling the academic tasks that they will be required to do in Grade IV. Other students will be able to manage the tasks at entry to some extent, but they may need constant monitoring, encouragement, and revision of key concepts to keep them focussed on the attainment of the standards at Grade IV level. Yet another group of students may have struggled with reading and school work in Grade III and they will need explicit and intensive instruction early in Grade IV to help them fill the gaps in their knowledge and to acquire the skills they will need to do work in this grade. While the records from the previous grade will provide a fair indication of students' performance in the grade, the entry-level assessment will enable the teacher to have a more accurate idea of where students are with respect to the standards in selected domains, to determine where to begin and how to structure instructional tasks and activities at the start of the year.

The progress of all students towards attainment of the standards will have to be monitored on a regular basis throughout the year. In Grade IV students will be working on developing proficiency in language for doing academic tasks and much emphasis is placed on reading, understanding and writing expository materials. The materials students will be using across all subjects in the curriculum will be more complex and students will need to refine the strategies they learned in earlier grades and learn new ones in Grade IV. The monitoring activities are intended to provide on-going information on how students are performing and progressing towards attainment of the standards. The results of these monitoring activities will make it possible to plan instruction for all students more effectively and to provide support especially for those students who struggle to attain the standards. Monitoring can be done through a variety of tasks and activities on an on-going basis as instruction is provided throughout the school year. The primary purpose is to ensure that students are progressing towards the standards in all domains for Grade IV. Capitalising on instructional connections across the domains will make possible more comprehensive monitoring of student progress in the strands that have been emphasised at Grade IV.

Final (or end-of-year) assessment must also be done to determine whether students have attained the standards for the grade. This assessment will sample the critical skills and standards that the Grade IV student should have. The results of the monitoring activities and specific periodic tests given throughout the year as well as the final assessment should provide a comprehensive profile to the students' academic performance in Grade IV. As students progress towards the grades in which they will be required to take the national examinations for promotion to secondary level, care must be taken to ensure that there is a balance in the instructional programme that they are given. The emphasis must remain on teaching and enabling students to develop the skills in all the critical areas. Mastery of the skills at each level is what is required to enable students to take the various promotional tests with confidence. The programme in Grade IV must therefore tilt the balance towards effective instruction with regular monitoring and judicious formal testing to allow students to be cognisant of their successes, to celebrate them and to become more motivated to learn in the higher grades.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
1. Word recognition	A. Entry level Standards: II. 1. iii & iv. Entry-level assessment seeks to find out 1. whether students can read a text at upper level Grade III / beginning level Grade IV fluently and 2. whether they can apply appropriate word recognition strategies to read multi-syllabic words and words with more complex letter clusters.	i. Assessment is for fluency of reading and automatic word recognition. Give students a short extract from an early Grade IV text and take a running record while the student is reading to check for fluency and ability to recognise words at level.	• An expository paragraph appropriate to grade level. A selection on a subject of general interest or one from another subject across the curriculum would be appropriate • A short narrative appropriate to grade level	• Based on the results of the entry-level assessment, determine the needs of students and organise instruction in small groups as appropriate for those students who may have some difficulties and may need some explicit instruction on areas in which they need help. • Organise flexible groupings so that normal instruction can continue at grade level for all the students.
	B. Monitoring progress Standards: II. 1. i. – iv. 3. Monitor progress towards the mastery of the skills indicated in the standards. Assess individual progress every four to six weeks.	ii. Assess fluency by having students read one of the selected texts at level. Individual progress on fluency can be monitored on a regular basis during reading conferences. Intonation and expression (Standard II.1 iv) can be monitored in read aloud class sessions and conferences. iii. Take periodic reading records of fluency and record also ability to recognise words. A comparison can be made between a student's ability to read a continuous passage and a list of words.	• Expository passages appropriate to grade level • Narratives appropriate to grade level • Other literature selections appropriate to grade level • Reading record forms (see Teachers' Guide)	• Instruction is towards the achievement of the standards listed under II. 1. Provide explicit instruction for students who are struggling and also schedule shared reading sessions in small groups and scaffolding . • Schedule time for group and individual reading every day. • Schedule time for discussion of material read every day and check students' understanding of what is read. • Schedule reading conferences on a regular basis.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessing attainment of the standards Standards II. 1. i. – iv. 4. Final assessment should determine whether students have achieved the standards and attainment targets for this strand. 5. In addition to the monitoring done throughout the year, final assessment should seek to determine proficiency particularly in the following: II.1. i., iii, & iv.	iv. Take a running record of an individual student's reading of an expository and a narrative selection. Selections should be roughly one hundred words. v. Assess for accuracy of and fluency in decoding and the ability to self-correct when a mistake has been made.	• Short selections of narrative and expository text. • Photocopied text selections with space for making notations between lines or blank forms for taking running records (see *Teachers' Guide*).	• Include notes on each student's fluency, ability to recognise and read words automatically (see standards) for submission to teacher of Grade IV. • Indicate those who may need individualised attention early in Grade V.
2. Vocabulary, concept development, and word study / analysis	A. Entry level Standards: II. 2. i., iii, vii. 1. On entry, assess students' ability to use a dictionary to check for the meaning of an unfamiliar word that cannot be determined from the context of the passage and to use the appropriate meaning in the given context. 2. Assess their ability to identify words that have more than one meaning and to interpret their use in a given passage.	i. Use a short expository passage at Grade IV level. Select one that has some unfamiliar words that the student may not have encountered in Grade III. Let the student read the passage and use contextual clues to determine meaning. For examples that cannot be so determined have students use the dictionary and check whether student can make an appropriate interpretation based on the given text	• Short expository selections of approximately one hundred words in length. Selections from subjects across the curriculum would be appropriate	• Use the entry-level assessment to determine whether students are able to use the dictionary as a resource for finding the appropriate meaning of a word that cannot be determined from the context. • Plan vocabulary instruction to enable students to use the dictionary as a reference to find out about word meanings and to check information on roots and affixes (See standards).
	B. Monitoring progress	ii. Students will be working throughout the year to achieve	• Varied and interesting literary selections	• The objective of the monitoring assessments is to

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	Standards I. 2. i., II. 2. i. – vii.; IV. 2. i. & ii; V. 2. i. – iv. 3. Monitor developing proficiency of students as they work towards mastery of these standards.	the standards in this strand. Activities across all four domains will be useful in helping them to develop vocabulary and to learn about words and their structure. Progress should therefore be monitored on an ongoing basis across all the domains indicated for this strand. iii. Monitor their ability to use information about roots, prefixes and suffixes to determine the meaning of unfamiliar words. iv. Monitor their ability also to recognise synonyms and antonyms and to use that knowledge to determine the meaning of words and phrases in a given text. v. Monitor vocabulary use in planned oral presentations and in writing.	• Expository materials • Narratives • Other text types listed in relevant sections in Learning Outcomes	help students attain the standards and targets set for this strand. • Monitor students' use of learned strategies to understand word meanings in context as well as the use of the dictionary for the purposes indicated in the standards. • Monitor progress in understanding specific vocabulary e.g. synonyms, antonyms (Standard II. 2. vi.).
	C. Assessing attainment of the standards Standards II.2. iii, v; IV.2. ii.; V; 2. i. and iv. 4. Final assessment should consider attainment of these standards. Students' progress in all the standards listed will have been monitored	vi. Assessment of this strand can be done in conjunction with other related strands across the domains. Vocabulary development should be assessed in both oral and written communication using a selection of assessment formats that are appropriate. vii. A determination of students' knowledge of and	• Selected texts for listening • Varied reading materials from different genres and subjects across the curriculum • Selected oral and written communication tasks designed for assessment purposes	• Assessments of vocabulary use in oral communication should provide an indication of areas to be emphasised early in Grade V. Students should sustain use of Standard English and use a range of appropriate words in their oral and written presentations. Instruction in Grade V will build upon the skills developed in Grade IV.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	during the course of the year and specific tests may also have been given on selected standards at mid or end of term. The final assessment of this strand across the domains can be tested in selected listening activities, planned oral presentations and written work. 5. Tests set across the domains to include a component of this strand can be of discrete, short answer and free response types.	ability to use new words to convey intended meanings can be assessed in students' written compositions and in their planned oral presentations.		
3. Comprehension	A. Entry level Standards: I. 3. i. – ii; II. 3. i., ii, iii, vi, & vii; IV. 3. iii; V. 3. i., ii & iii. 1. Entry-level assessment is done to determine whether students can understand materials appropriate to grade level. 2. Assessment at this stage will therefore focus on how well students understand meaning of grade appropriate materials at a literal and	i. Select a short expository passage appropriate to grade level and ask students to read it and answer some questions on it. This will give an indication as to whether they can understand the material at a literal level as well as make some inferences about it. Students may also be asked to summarise the paragraph. ii. Entry-level assessment need not cover all the standards listed across the domains. Judicious selection of one or two areas will suffice to determine whether students understand grade level material.	• Reading selections from those scheduled for the early part of the year • A listening text appropriate to grade level	• Entry-level assessment should determine whether students can read and understand grade level materials and whether they are using the comprehension strategies they have learned as they try to understand the text. Indications of gaps in the knowledge of strategies and the inability to repair misunderstandings through the application of appropriate strategies will guide planning for instruction in the first few weeks. • Students who are struggling

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	implicit level and whether students can read to find information. 3. Assessment will also determine whether students are able to use comprehension strategies learned in earlier Grades to understand what they read.			can be given explicit instruction at scheduled times to bring them up to level while the reading programme at grade level continues. Struggling readers also participate in work at grade level but time is scheduled to address their special needs in small group intervention sessions in which the specific areas of weakness are addressed.
	B. Monitoring progress Standards I. 3. i. – ii; II. 3. i. – viii; III. 3. i.; IV. 3. i. – iii; V. 3. i. – iii; VI. 3. i. – ii. 4. Throughout the year student progress on these standards is monitored on an ongoing basis. The objective of instruction is to enable students to attain these standards and become proficient readers of materials at grade level. 5. The standards cut across all the domains (listening, reading, viewing, speaking, reading and writing). Understanding must be monitored on an ongoing basis across these domains through the	iii. Monitoring of student progress is continuous and will involve keeping records of student performance in different formats. Students' writing about what they read will give an indication of their understanding of the material. Longer responses as well as short answers to specific questions should also be used in assessing students' understanding. iv. Specific testing of selected standards can be scheduled at appropriate times throughout the year as agreed upon by the School or Ministry of Education. While these tests will give some indication as to how well students have mastered specific standards, the results should also be used to plan further instruction and to help students acquire any	• Since monitoring is continuous, the full range of materials and resources used in Grade IV can be utilised to monitor student progress throughout the year.	• Monitoring should give an indication of student progress towards attainment of the standards. Instruction is planned to ensure that students master the required skills and acquire the standards for Grade IV.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	various tasks set on a weekly basis. Integrating activities will facilitate monitoring of the strands across the domains. 6. Specific assessment of selected standards can be scheduled every four to six weeks.	knowledge and skills they may be lacking. These will be important preparatory activities before the final assessment at this grade.		
	C. Assessing attainment of the standards End of year assessment Standards: I. 3. i. & ii; II. 3. i., ii, iii, vii & viii; IV. 3. iii; V. 3. i. – iii. 7. Final assessment is to determine student attainment of the standards and mastery of requisite skills in all the domains for this strand at grade level. Assessment must sample critical skill areas and it may include those that had not been assessed specifically during the course of the year. 8. The target is the understanding of materials at grade level, the ability to read for different purposes, show	v. Different test formats for the final assessment, including discrete, multiple choice tests as well as short answer tests, summary and paraphrase may be used. vi. Assess comprehension in different strands across the domains as set out in the standards. Select those standards that are critical for this grade level (see suggested standards in second column under C). vii. Assess the ability to follow the chronology of events in an oral report. viii. Assess ability to answer questions at the literal level, to make inferences and draw valid conclusions about a text at grade level.	• A varied selection of expository materials appropriate to grade level (see Outcomes document).	• Information gathered about student performance from the continuous assessment or monitoring activities done during the course of the year must be included with test scores of final assessment in preparing final evaluation and student profile for teacher of Grade V.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	understanding of material read in various ways, use different comprehension strategies to understand what is read and compare materials from several sources on a given topic.			
4 Features and analysis of Expository / informational materials	A. Entry Level Standards: I. 4. i. - iv; II. 4. i. – iii; IV. 4. iv; V. 4. i & ii. 1. These are minimum standards at entry to Grade IV. The standards listed sample important skills across the domains. Assessment activities can selectively sample the skill areas indicated across these domains (see suggested standards above).	i. Review information on students provided by the teacher from Grade III and use these as a basis to determine the areas to be tested at entry-level in Grade IV. The standards in the second column indicate key abilities that students entering Grade IV should have, and entry-level assessment can be designed around these.	• Expository selections appropriate to grade level. These should be selected from texts scheduled for use during the first part of Term 1.	• The standards listed under 4 (see chart of *Standards and Attainment Targets*, pages 74 & 75) are those towards which students are progressing throughout the year. Plan instruction to facilitate their attainment of these standards.
	B. Monitoring progress Standards: I. 4. i. - iv; II. 4. i. – vii. IV. 4. i. – iv.; V. 4. i. iv. 2. These are the standards which students should attain by the end of Grade IV. Their developing proficiency in these areas should be monitored on an on-going basis. Specific assessment exercises can be scheduled every four to six weeks.	ii. Monitoring of the standards indicated should be done on an on-going basis throughout the year. The tasks and activities that students are asked to do on a regular basis will give an indication as to whether they are moving towards mastery of the requisite skills. Specific assessment of selected standards should be scheduled for particular times during the year as determined by the Grade IV teachers, the School or the Ministry of Education. The emphasis here is on	• Listening texts appropriate to grade level. • Expository paragraphs and informational reading selections on general topics of interest and subjects across the curriculum. Material that includes charts and diagrams (appropriate to level) should also be included as part of the material to be used.	• Instruction should be designed to ensure that students master the requisite skills. Regular monitoring will indicate student progress towards attainment of the standards. The instructional activities can be integrated to give students an insight into the relatedness of the domains.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
		teaching and motivating students to attain the standards for the grade. Formal testing should be scheduled judiciously and at specified times throughout the year.		
	C. Assessing attainment of the standards. End of year assessment Standards: I. 4.i. - iv; II.4.i, ii, iv & v - viii; IV. 4. i. – iv; V.4. i. - iv. 3. These are the standards that students must have attained by the end of Grade IV. Students' proficiency in the standards listed above should be assessed in term tests and at the end of the year.	iii. Standards listed under Section 4 (see chart for *Standards and Attainment Targets*) for all the domains are important for the development of cognitive academic language proficiency. Acquisition of the requisite skills and progress towards these standards should be assessed. The assessment of selected skills can be done in conjunction with other relevant areas of the language arts as appropriate.	• Expository paragraphs from content areas across the curriculum. • Expository selections on topics of general information, of interest and appropriate to grade level.	• The results of the final assessment as well as significant notes from monitoring activities and samples of students' writing (e.g. from the portfolio) must be made available to the teacher of Grade V before the start of the next academic year.
5. Features of narrative text and other types of literature and Responding to literature	A. Entry-level assessment Standards I. 5. i.; II. 5. ii. - vii iii; IV. 5. ii.; V. 5 i. and iii. 1. These are the minimum standards for entry to Grade IV. Entry- level assessment should determine whether students have mastered these skill areas. The standards for analysis of literature texts and responding to literature are grouped under one section for Grade IV	i. Assess students' ability to apply the elements and terms of story grammar appropriately in their discussion of narratives. ii. Assess also students' ability to write a short narrative using the elements of story grammar. iii. Assess students' ability to identify selected figures of speech (simile and onomatopoeia) in a poetry selection listened to.	• Narrative selections from the different genres listed in the Outcomes for this grade level • Other literary selections appropriate to level	• Information derived from entry-level assessment of this strand should be used to plan instruction for students' reading of narratives of different genres (e.g., fairy stories, legends, folk tales, and adventure stories appropriate to level) and other types of literature appropriate to grade level.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	because of the close relatedness of the skills in these areas.			
	B. Monitoring progress Standards I. 5. i., II. 5. i. – x, III.5. i., IV. 5. i. & ii; V. 5. i. – iii. 2. These standards should all be monitored throughout the year.	iv. Ongoing monitoring of the standards listed for Reading, Speaking and Writing can be monitored in the context of students' response to literature under Section 5.	• Narratives from different genres • Other literature selections appropriate to grade level	
	C. Assessing attainment of the standards End of year assessment All standards listed under Sections I – V. 5. 3. The standards listed for this strand can be sampled and tested formally.	v. Assessment of skills can be sampled from those listed for the analysis of literature and responding to literature strands. Areas not tested formally during the year should be sampled in the final assessment. vi. The final assessment should focus on the standards indicated for these strands.	• Narratives from different genres • Other types of literature	• Test scores, from the end of year assessment as well as selected results from continuous assessment done throughout the year should be factored into the final evaluation of student performance to be submitted to the Grade V teacher.
6. Writing	A. Entry level Standards: I. 6. i., V. 6. i., - iii. 1. These are the minimal standards that students should have attained on entry to Grade IV. 2. Assess students' ability to write complete, clear and coherent sentences. 3. Assess students' ability to	i. Some writing options can be given for the entry-level assessment, but it is important to assess student ability to write and organise a few paragraphs around a central idea and to provide some supporting information.	• Writing materials • Appropriate and interesting topics for writing	• The information from this assessment should guide instruction. Begin where the students are and plan a programme to help them acquire the skills indicated in the standards for this domain. • Students use of process strategies to improve and refine their writing should be monitored on a regular basis.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	write a composition with more than one paragraph and which focuses on a central idea.			
	B. Monitoring progress Standards: I. 6. i., IV. 6. i. – iv; V. 6. i. - viii; 4. Student progress in achieving these standards must be carefully monitored throughout the year. A more formal assessment of selected standards and specific skill areas can be given periodically.	ii. Monitor on a regular basis students' use of writing process approaches to revise and improve their writing. iii. Monitor students' progress in using different patterns for organising expository paragraphs (see standards) and other types of writing listed.	• The relevant resources listed in the Learning Outcomes document and the *Teachers' Guide*	• Examination and discussion of students' work every week will give an indication of their progress in writing. Process approach strategies should form part of regular instructional activities for writing.
	C. Assessing attainment of the standards. End of year assessment All standards listed under I – V. Section 6. 5. Students must have attained these standards by the end of Grade IV. Final assessment should sample and test critical standards across domains in this strand.	iv. Final assessment should focus on critical standards. Selected items from those listed can be tested. On-going assessment will also have given an indication of writing improvement over time. The results of monitoring and periodic assessments done during the course of the year should be considered in constructing the student profile for admission to Grade V.	i. Refer to the *Teachers' Guide* and Learning Outcomes document for suggested resources.	• Results of the formal assessments as well as notes made from observations and tasks given during the year must be made available to the teacher of Grade V.

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Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
7. Research	A. Entry Level Standards: II. 7. ii – iii; V. 7. i. & ii 1. Entry level assessment for this strand focuses on students' ability to use a dictionary, and / or a thesaurus as an aid in writing and to write notes based on reading and to paraphrase information.	i. Students can be given a short writing task and asked to select some alternative words for some that they have used from the thesaurus. Their selections will have to be appropriate within the context.	• Appropriate print reference materials	• Instruction will focus on helping students to use print and electronic resources for finding information and for using these resources as aids in their writing.
	B. Monitoring progress Standards II. 7. i. – iv; V. 7. i. – iii; VI. 7. i.	ii. Much of the material to be covered in this strand may be new to some students. Instruction throughout the year must focus on helping them to use both print and electronic resources to access reference materials and to document their references appropriately, using acceptable punctuation.	• Print reference materials, other electronic resources • Computer access	• Instruction will focus on helping students become familiar with basic computer concepts and citation of references appropriate to grade level. Students will have opportunities throughout the year to use the resources indicated to locate information and also to input and format text on a computer.
	C. Assessing attainment of the standards Standards: II. 7. i. – iii; V. 7. i. – iii; VI. 7. i. These standards can be sampled for the final assessment, but VI.7. i. would provide an opportunity to assess students' skill in all the areas indicated.	iii. The standards listed under Section 7 should be sampled to test students' mastery of critical skills in this strand.	• Print and electronic resources appropriate to grade level	
8. Conventions of written (and oral) English	A. Entry Level assessment	i. The standards listed can be assessed in students' use of	i. A planned oral presentation based on an	• The use of Standard English for school purposes is an

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	Standards: I. 8 i., II. 8. i., IV. 8. i. & ii; V.8. i. & ii. VI. 8. i.. A. (Grammar) II. 8A. i. & ii; IV. 8A.i. & ii; V. 8A i. & ii. B. (Sentence structure) II. 8B. I & ii.; IV. 8B. i; V. 8B. i. C. (Punctuation) V. 8C. i. – ii. D. (Spelling) V. 8D. i. 1. These are the minimum standards to be assessed on entry to Grade III.	spoken English and the writing of an expository paragraph or a short story. The longer writing extracts can be used to assess knowledge and appropriate use of the conventions listed.	experience or event. ii. An expository paragraph and / or a story.	important standard which students continue to work on in Grade IV and beyond. Students will receive guidance in this strand through feedback given to them based on their writing and planned oral presentations. They will be exposed to good models of language in the teacher's speech as well as the materials that they read and listened to every day. • The emphasis of instruction will be on helping students to achieve correct and acceptable usage in the context of feedback given to them on their writing and speaking.
	B. Monitoring progress 2. Standards: All those listed under Section 8 need to be monitored on a regular basis in students' oral and written communication. These are the standards they need to attain by the end of Grade IV.	ii. Students' use of the conventions of oral and written English should be monitored on an ongoing basis throughout the year through the oral and written tasks that are assigned. iii. Evaluations of students' planned oral presentations and the use of portfolios for written work will provide a basis for checking student performance. Formal tests can be scheduled periodically, but knowledge of grammar is best assessed within the context of students' usage in their speaking and writing.	• Refer to the Learning Outcomes document and the *Teachers' Guide* for suggested activities.	• Instruction on grammar should be done in the context of the students' writing and speaking. At this stage, students' awareness is heightened about what is correct usage, and they focus more specifically on grammar points taught in short lessons. • Short grammar lessons to teach specific points. • Activities and strategies for spelling should be planned on the basis of need as determined from monitoring.

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Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessing attainment of the standards. 3. Standards listed under Section 8 A through D should be tested within the context of oral and written communication. 4. Students should have attained these standards by the end of Grade IV.	iv. Assess students' mastery of the skills indicated in the context of their planned oral presentations and in their writing. v. Assess these in sustained writing, but an occasional spelling quiz can be scheduled approximately every four to six weeks.	• Spelling and grammar games • Structured writing task sheets • Samples of students' writing	• The results from writing assessment and portfolio work as well as notes from monitoring should be sent forward to the teacher of Grade V.

Glossary of terms used in the Grade III – IV curriculum

Alliteration	The repetition of consonants in a sequence of words in close proximity to each other; e.g. He **st**ayed not for brake and he **st**opped not for **st**one.
Antonym	A word that is opposite in meaning to another word.
Authoritative	This and the terms *authoritarian* and permissive have been used to describe different parenting styles. In this context *authoritarian* is understood to refer to a style that enforces strict obedience to authority; permissive which is understood to refer to a style that allows freedom of behaviour and *authoritative* refers to a style that allows for negotiation and compromise.
Cooperative learning	This refers to a particular type of grouping used in instruction. Students are grouped for the particular purpose of working on a task. Each student has a specific role to play and the success of the task depends on each individual performing his or her role.
Creole	A language that develops as a result of contact between two languages and which has a grammar that is more elaborate than a Pidgin which is the first language that emerges our of a contact situation between speakers of two different languages.
Creole influenced vernacular (CIV)	The language that develops out of contact between a Creole and another variety, usually a standard.
Decontextualised language	Expository language. Sometimes referred to as book or school language in this curriculum. This refers to language that is used for reporting, explaining, making planned speeches etc. It is the language that is needed for success in academic / school work.
Deictic	[Pronounced dai –k –tic] Related to deixis, (pronounced dai – k – sis); has to do with location in relation to a speaker and of direction of movement in relation to a speaker; come / go; here / there etc.
Dialect	A variety of language which embodies the speech habits of a group in a particular Geographic area.
Educational talk	Talk about concepts and content of subjects; this is contrasted with "managerial talk" which involves giving directions for behaviour etc. (Teachers often take up most of teaching time using "managerial talk" than talk about schoolwork.)
Explicit level	Refers to the literal level of text. One can usually respond to *WHO* and *WHAT* questions at that level.
Expository text	A type of text that is explanatory and informational. Text books typically use expository text for the purpose of communicating information about a subject.
Figurative language	Words; language not used in the literal sense. Figures of speech fall into this category; examples are similes,

	metaphors, personification, hyperbole, onomatopoeia
Grammar	The system of rules of a language or the spoken and written conventions of a language
Grapheme	A character (e.g. letter) in writing.
Graphic organizer	Any type of graphic; e.g. chart, semantic map which is used to organize Information so as to make it more comprehensible / easier to access.
Homophone	These are forms which are homonyms – they sound the same but are spelled differently and mean different things e.g. *pear*; *pier*.
Homonym	Words that have the same form and are pronounced the same but are not related in meaning and the meanings have no connection; e.g. *pen* (a writing instrument) and *pen* (an enclosure – usually for animals)
Implicit level	In discussions about comprehension reference is made to the text implicit level; that is the implied meanings in the text which requires a reader to connect relevant bits of information to draw an inference. A script implicit level involves a higher order of processing where one must use information out of the text (in one's head) to draw a reasonable conclusion about the text.
Interactional	Refers to a communicative exchange – interpersonal communication is a type of interaction. This is contrasted with transactional which refers to language used primarily to convey information and to conduct business.
Interlocutor	A person who takes part in a conversation.
Inventive spelling	Spelling that is pre-phonetic or semi-phonetic. Children use this type of spelling in the early stages of development. They tend to leave out certain letters. An example: <u>Wa cup</u> for w<u>ake up</u> (example taken from a Caribbean student).
KWL Chart	A graphic organiser that is used to help students organise their learning. K – what I know; W – What I want to know; L – What I have learned. This can be used before and after a reading or learning task by students to monitor their learning.
Learning Centre	A corner or other appropriate part of the classroom set aside for specific activities and where students can go to access particular materials or do independent work of a specific type.
Morphographic	Used here specifically to refer to students' ability to include affixes to show the structure of a word.
Morphophonic	The combination of sound and meaning. Also refers to a stage of spelling when students add suffixes and prefixes and can spell multi-syllabic words.

Narrator	The one telling the story.
Onomatopoeia	Words that resemble the sounds they denote, e.g. the *buzz* of bees
Onset and Rime	This has to do with the syllable structure. The onset is the consonant preceding the vowel and the rime is the vowel(s) and other consonant that immediately follow. For example, in the word pan, the onset is **p** and the rime is **an**.
Orthographic	Relates to spelling. The system for combining letters to spell words.
Paralinguistic	An aspect of vocal behaviour e.g. loudness, pitch; tone of voice etc.
Persona	The first person narrator of a poem or novel
Phoneme	The smallest distinct sound in a particular language
Phonemic awareness	The knowledge that a word is made up of a sequence of speech sounds (phonemes), and that these sounds are represented by letters of the alphabet.
Phonological awareness	The knowledge of the letters of the alphabet that correspond to or represent the phonemes. Phonemic and phonological awareness make the use of phonics as an instructional tool for reading effective and they make decoding possible.
Phonics	An approach to teaching decoding which focuses on the sounds of language and their correspondences with the letters of the alphabet.
Realia	Refers to the authentic [real – life] objects we use in instruction. Forms part of jargon used to refer to classroom instruction.
Scaffolding	The guidance and support provided for a student by a teacher or a classmate to enable him or her to perform a new task. The levels of support provided can vary based on the student's knowledge and competence.
Scaffolded instruction	Support provided at the critical point that a student needs it. The help given to the student to perform the task or activity makes it possible for him or her to do it independently in the future.
Semantic Map	A type of graphic organizer which allows for clustering elements on the basis of their meaning relations.
Stress pattern	The emphasis placed on a syllable in relation to another.
Story grammar	The structure of a story – *Beginning* / *Middle* and *End* comprising: Setting, complication of a plot and resolution respectively.

Story map	A graphic organiser on which the elements of a story can be represented to help students understand the structure of the story.
Syllabication	Dividing or segmenting words into syllables.
Synonym	A word that is similar in meaning to another.
Word analysis	Same as word attack. This refers to the varieties of strategies that students learn to decode words.
Word Bank	A repertoire of words learned. Also the exercise book in which this vocabulary is written down. The words are usually written down with one or more of their meanings and examples of sentences showing their use.
Word boundary	Where one word ends and another begins. When students write they need to that certain expressions consist of a group of words and not just one; example, the group *a lot of* has to be processed as *a lot of* – three separate words.