Organisation of Eastern Caribbean States

Education Reform Unit

Eastern Caribbean Education Reform Project (ECERP)

Curriculum Harmonization

Primary School Language Arts

GRADES KINDERGARTEN – TWO (K-2)

Anguilla	St. Lucia
Antigua and Barbuda	British Virgin Islands
St. Kitts and Nevis	St. Vincent and the Grenadines
Dominica	Grenada Montserrat

OERU
Revised Edition
June 2005

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Curriculum Harmonization

CURRICULUM FOR

KINDERGARTEN   **(AGE 5 – 6)**

GRADE I   **(AGE 6 – 7)**

GRADE II   **(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

Learning outcomes for the Language Arts - Grades K - VI

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 <u>Making Meaning</u>, 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.

<u>Building blocks for learning in Kindergarten through Grade II</u>

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.

<u>Instructional guides</u>

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.

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[2] Stanovich, K.E. (1986) Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <u>Reading Research Quarterly,</u> 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.), <u>Theory and Research in Learning Disability</u>. New York: Plenum.

- 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.

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

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[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

and some suggestions for learning activities are also presented. The Teacher's Guide provides additional sample activities and resources.

Curriculum for Kindergarten

(Age 5 – 6)

<u>To the Kindergarten teacher</u>

This first year of a child's life at school is very important. The child's experiences in Kindergarten could colour his / her views about school for life. Kindergarten should therefore be a happy and welcoming place where each child feels comfortable. It should be a place where the child can form positive impressions about school life and learning. It should be a place where the child feels trusting enough to take risks in learning, to explore and discover new areas of learning. Risk taking is one of the ways in which children test their limits and progress to the ownership of new concepts. It is important that their efforts at learning be encouraged, that they receive constant support and that they learn to trust others in the learning environment (primarily their teacher and classmates) to be accepting and tolerant of their efforts.

This atmosphere of trust, encouragement and support is even more vital in the case of children who do not speak English as a first language. In the Caribbean many of our children speak a Creole or a Creole Influenced Vernacular (CIV). These children come to school with the "disadvantage" of not knowing Standard English or of not being fluent in it. However, this will only be a disadvantage if we respond inappropriately to the children and to the language they speak. If we express negative views about the child's language, the child understands our response as being non-accepting not only of his or her language but also of himself / herself, of the home and of all significant others who use that language as a means of communication with the child. These feelings can form the basis of general negative attitudes about self, about language and languagelearning which the child could carry throughout his / her school life and beyond.

It is most important, therefore, that the child who speaks a Creole or CIV as a first language be accepted, be allowed to express himself / herself using the language that he / she knows while we provide the situations and experiences that will help the child to acquire English in as natural a way as possible in the classroom. This is necessary especially in the first year at school. The learning of any language takes time, and we need to be patient and tolerant as we help the child through this process. What are some of the specific things we can do to help Creole and CIV speakers in Kindergarten? First, we must make the transition to school life as easy for the children (for all the children) as we can, and we must make their time in school so interesting and enjoyable that school becomes a place to which they are eager to go. We can minimize frustration for both ourselves and the children by focusing more on what each child comes to school with and building on these strengths - especially the child's native language - than expending efforts to suppress and stamp it out. We can use the child's language as a stepping-stone to literacy and the development of bilingual competence. The *Teacher's Guide* offers some suggestions for ways in which we can do this, but the following are some general guidelines that we can follow for starters.

1. Give the Creole and CIV speaking child as many opportunities to answer questions and to make oral contributions as we give to other children. Accept these contributions when they are made in the child's native language. We can use such opportunities to help the whole class to become aware of the rich variety of expression through language that we are capable of as human beings. We accept the child's answer, give praise for the correctness of the content or the insightfulness of the observation; we can translate for the class, we can show the relationships between one or two of the words the child used with the English equivalents. We can do this in such a natural way that it becomes an interesting learning point for all the children and not a put-down for the Creole and CIV-speaking child.

2. To help the child acquire English for communication and for school purposes, we should provide concrete contexts for the child to learn the vocabulary of English. Help the child to see what is being referred to, what has a particular name, what exactly is being talked about. Judicious explanations in the child's language will also help the child to feel part of the activity and not just a spectator of a teaching event. We should also include time for reading a wide variety of literature, including a good selection from the Caribbean. Through wide reading the children will develop a wide vocabulary and the Creole and CIV speakers will be exposed to a rich source of language, which becomes input for their own language acquisition. They, as well as the other children, will have good examples of the best use of language.

3. For the children who speak French Creole - include in your reading each day at least a story in French Creole and encourage the child to give a response to that story as you would have the English-speaking child respond to literature in English. In addition, you could tell the story in English after the French Creole reading to give all the children an opportunity to respond to it. The French Creole child will begin to respond in English as well because he /she will have had the experience of the story in his / her native language. As the child acquires more English, the child will be able to retell the story in both the native language and in Standard English. This activity will help the child to begin to develop literacy in his / her native language and this foundation will facilitate the acquisition of literacy in English also.

4. During individual conferences with the French Creole-speaking child you can build on the development of these literacy abilities, giving the child a chance to articulate his / her thoughts in the home language and in English also. This will not only help to develop positive attitudes towards language, but it will also facilitate the acquisition of English for school use.

5. If the child speaks an English vernacular / dialect / Creole, provide a rich literature foundation which also incorporates culturally relevant materials. The representation of dialogues in the vernacular or the Creole will allow the child to become aware of the differences between the language codes / varieties. The realism of the dialogue to reflect the speakers / characters in the story will help the children understand the roles and purposes of different varieties of language that they hear in their communities. However, they will also be exposed to good examples of Standard English which will be models for their own acquisition of the standard.

The children entering Kindergarten will have a wide range of differences. Some will have had exposure to books and be well on the way to developing phonemic awareness and others will not have had an opportunity to explore books or to have had books read to them. The children are also likely to have varied language backgrounds. Depending on the country, some children may speak an English Creole or a deep English Creole-Influenced vernacular or some might speak a French Creole or a French Creole- Influenced vernacular. Many other students will speak Standard English or a variety close to it. The challenge for the teacher is to organize instruction in an effective way based on the skills identified in the curriculum for Kindergarten and for the capacity of the learners. The curriculum document and Guide provide many suggestions, but in addition, teachers of this age group should discuss approaches that they might use and share information on what works well.

Standards and Attainment Targets – Kindergarten

	Receptive competence			Productive competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Phonemic Awareness	i. Listen to an oral prompt and identify the rhyming words in it ii. Identify beginning and ending sounds in one-syllable words in an oral prompt. iii. Count the number of sounds in a syllable. iv. Count each word in a sentence (listened to).			i. Recite rhymes and short poems. ii. Blend Vowel and consonant sounds to make syllables and words.		i. Clap or tap to keep count of the number of syllables in words.
2. Concepts about print		i. Identify the parts of a book. ii. Follow the directionality of print – from left to right and top to bottom. iii. Distinguish between upper and lower case letters of the alphabet. iv. Understand that printed words carry messages. v. Understand that sentences in print are made up of discrete / distinct words.		i. Name the letters of the alphabet.		

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	Receptive competence			Productive competence		
Domains ———▶ Strands ▼	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
3. Decoding / Word recognition		i. Match consonant sounds to the corresponding letters. ii. Match short vowel sounds to the appropriate letters. iii. Read simple, high frequency sight words. iv. Track the changing sounds of the letters in one-syllable words.				
4. Vocabulary Development		i. Identify their names in print. ii. Recognise words that are related to topical categories – foods, colours, and shapes. iii. Sort words into categories. iv. Recognise common environmental print, e.g. road signs, symbols.		i. Describe everyday / familiar objects using specific vocabulary. ii. Describe events and occurrences.		
5. Comprehension	i. Identify the main points in what they have heard.	i. Identify the main points in what they have read.	i. Identify the main points in what they have viewed.	i. Ask and answer questions about what they have heard, read, and viewed.		

	Receptive competence			Productive competence		
Domains ———▶ Strands ▼	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
6. Text Features		i. Distinguish between realism and fantasy texts. ii. Distinguish between different types of text and print: stories, poems, signs, newspapers, magazines, and comic strips.				
A. Features of expository text						
B. Features of narrative text		i. Identify title, author's name (on cover and title page), name of the illustrator and the table of contents.				
7. Responding to literature		i. Make predictions about stories. ii. Use context clues and pictures to predict content. iii. Compare familiar with new stories. iv. Identify characters and significant events in stories.		i. Retell familiar stories. ii. Formulate and answer questions about stories. iii.Recite rhymes and poems; sing songs.		i. Represent aspects of stories in art role-play.

		Receptive competence			Productive competence		
Domains ———————→ Strands ↓		I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
8. Writing						i. Write words and short sentences as legibly as they can. ii. Write Consonant-Vowel-Consonant (CVC) words. iii. Write from left to right and top to bottom.	
9. Conventions of oral and written English					i. Tell about an event, using a logical sequence.		
A. Grammar							
B. Sentence structure					i. Use complete and clear sentences in English.		
C. Punctuation							
D. Spelling						i. Use phonetic knowledge to write one-syllable words.	

Instructional Standards – Kindergarten

Domains ——→ Strands↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Phonemic Awareness	Teaching the sound structure of language. It involves helping children to hear the sounds in spoken words and to manipulate them. Students need to learn that syllables and words are made up of speech sounds. This is an important learning prerequisite for phonics. Present oral activities that help the students develop phonemic awareness and introduce them to print through reading to them every day. Find out what students know when they first come to school. Set out large prints of individual letters to see if they know them. This will help to guide later instruction. Monitor students' learning on an ongoing basis to guide further instruction.					
	• Model the sounds (and the task – e.g. if rhyming) for the children, articulating clearly. Then have the children produce the required sound (task). • Help students to hear sounds by some form of overt auditory marking, e.g. clapping. Also, use concrete aids, such as pictures, letter flash cards to help them manipulate sounds individually and in changed sequences. • Begin with simple phonemic awareness activities like rhyming and introduce more difficult ones progressively – e.g. matching sounds, blending sounds, segmenting and manipulating (e.g. by changing sequences in simple CVC one-syllable word examples). • It will take most of the first term about ten to twelve weeks) for the children to show progress in phonemic awareness. Devote about 20 minutes to instruction in this area every day and also introduce short sessions at different times during the day. • Once students show some phonemic awareness, introduce activities to develop phonological awareness through explicit teaching of letter-sound correspondences. They need to learn the letters and the sounds associated with them. • Introduce words that begin with continuous sounds first because these are easier for students to isolate e.g. /**m**/, /**n**/ , /**r**/, /**s**/ than stops e.g. /b/, /p/. • Begin with initial sounds – e.g.(**m**at), (**r**at), (**s**at). Then focus on the ending sound (ma**t**). Then focus on the medial sound (m**a**t). • The sounds of these letters in initial position /m/, /r/, /s/ are those that would occur in words the children would be reading in their books and they are also easier to isolate from the following vowel than stops. Introduce them earlier than stops.					
2. Concepts about print	This is an important strand and students' knowledge about print underpins their understanding about and their ability to read. The children need to understand the alphabet and its role in reading. Their phonemic awareness will help them in this regard. However, they must know the letters of the alphabet and they must have this knowledge by the end of Kindergarten. They must also know the difference between the uppercase and lowercase letters and they must be able to name all the letters of the alphabet and be able to produce the sounds that correspond to the letters. In other words, they must also have phonological awareness. Teacher needs to make several decisions about how to approach teaching in this area. (i) Decide whether to teach letter names first or (ii) whether to teach letter names and sound relationships simultaneously and (iii) whether to teach uppercase and lowercase letters separately or simultaneously. Teachers must also focus on other fundamental concepts of print in Kindergarten and in order to do this, teachers must expose the children to a wide range and selection of print materials. The purposes of doing this are as indicated below.					

Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	- Knowing how to handle books and navigate their way through them. - Knowing the parts of a book – front and back covers, spine. - Locating the title page, the name of the author, the illustrator, the table of contents. - Knowing that books are read from front to back. - Knowing that print is read from left to right and from top to bottom of the page. - Understanding the functions of illustrations. - Using their knowledge of books and the conventions of print to help with their comprehension.					
3. Decoding and Word recognition	Phonemic and phonological awareness (knowledge of letter – sound correspondences) are prerequisites of decoding. Students also need to know how to blend letters and their corresponding sounds and to read whole words. Without these skills decoding will be difficult and students will struggle to learn to read. Teaching must focus on helping the students to learn the correspondences between consonants and vowels and their sounds. Care should be given to the selection of the letter-sound correspondences that will be taught and to the sequencing of instruction. The following are some general rules to guide instruction.					
	- The points listed under Strand No. 1 above are relevant here and can be reviewed in conjunction with the suggestions presented here. - In particular, introduce those initial sounds (the continuous consonants e.g. /m/, /n/, /s/, /r/ that are easier for the students to articulate alone mmmmmm; ssssssss. Also, include sounds that occur frequently in words they hear or encounter during reading, e.g. /a/, /t/. - Do not teach at the same time sounds that children may confuse because they are pronounced in the same place (of articulation) in the mouth- for example - /d/ and /t/, /b/ and /p/, /g/ and /k/ - each pair is pronounced in the same place (/d/, / t / alveolar section, front of mouth; / b /, / p / -bi-labial – i.e. with the lips; /g /, / k / - velar region – at the back of the mouth) but the first in each pair is voiced and the second is voiceless. - Help the students to use their phonological knowledge by encouraging them to read and spell (beginning with one-syllable) words that occur frequently in their reading selections. - Use the suggestions given in the Guide and learning outcomes document to help them to build a repertoire of frequently occurring words so that they can use them in their efforts to read and write. - If you use high frequency words and word patterns that occur in the reading selections to build phonological awareness and print concepts this will also help students to progress towards automatic decoding of these words.					
4. Vocabulary and Concept Development	Students learn new vocabulary by being taught explicitly and by exposure to wide reading in which they have many opportunities to encounter the same words, to understand their meanings and to incorporate them into their own repertoires. Explicit teaching of vocabulary will help students to build word groups, learn different word categories (such as shapes, colours and foods). Children who have had little or no exposure to books before coming to school will need a lot of exposure to books and will need scaffolding activities to help them access new words from the readings and special teaching to help them achieve ownership of these words. Vocabulary building and concept development in Kindergarten will be fostered by:					

Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• wide reading of materials at grade level that introduce new words • selection of materials that use words that are being used as examples in phonological awareness activities • explicit teaching of concepts and categories such as colours and shapes as well as those specific words that the teacher uses in instruction such as *pair* and *group* • identifying new and familiar words in the stories that are read aloud • having students process words in different contexts • providing contextual support for the words that occur in the readings • using words that build an understanding of the concepts they refer to in the materials that students hear and read every day, for example, moral (of a story), character, setting etc.					
5. Comprehension	Teacher should read stories to students every day because many of them will still not be able to read on their own. Bring several stories to read to the children and include selections of expository material from other subjects. Help them to use comprehension strategies as they listen to what you read. (i) Activate their prior knowledge about what you are going to read and help them build background knowledge. (ii) Encourage them to ask questions about what is being read (iii) ask them questions during reading and not just at the end of the reading session. The following are some basic strategies that help children develop a concept of story and that also aid comprehension.					
	• Use pictures and other illustrations to help students make predictions about story events. • Ask them to retell what happened at the end of a page or section. • Reread familiar stories. • Ask students to retell stories that they hear / read. • Encourage students to ask questions about what they hear / read. • Ask students questions at different stages in the reading to help them build understanding as they read.					
6. Text Features	Introduce children to different materials that will help them begin to build an understanding about the features of different text types. For example, bring rhymes, poems and stories, children's magazines and the section from the Sunday paper, which usually has interesting stuff for children. Select stories that also represent different genres, e.g. reality as opposed to fantasy stories and fables. Bring in expository selections also, e.g. extracts that inform about pets, and other topics of interest to boys and girls of the age group.					
A. Features of expository text						
B. Features of narrative text	Help the students become familiar with the features of narrative text. When you introduce a story, have them locate the title, the name of the author and the name of the illustrator. Help them locate the table of contents and read through the contents for them.					

Domains ——————▶ Strands ▼	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
7. Responding to literature	One of the more frequent instructional activities to which students in Kindergarten will be exposed is listening to and reading stories, poems and rhymes. If they have not already done so, students begin to build a concept of story at this stage. Through instruction they can be helped to understand the structure of story through the use of a story map or story grammar that introduces the simplest concepts of story at this stage, namely, the characters (people in the story), the setting (where the events in the story happen) and the events (the things that happen in the story). Once children understand that these are elements of story, they can use the story grammar (see *Guide*) as a tool to help them approach and understand new stories that are introduced and to retell stories using the framework of the story grammar. Instruction can help students use this tool productively and powerfully. Make the reading activity a pleasurable one for students. Have them sit around you in a circle, and encourage interactive discussion about the story or poem or rhyme.					
	• Read to the children every day. • Bring in a range of material of interest to the age group. • Select stories in which the story elements (e.g. setting) are clearly identifiable. • Focus on the three main elements identified and help students gain familiarity with them in different stories. • Model retelling a story, using the elements as a framework and have students try to retell stories using the elements – the process will become more familiar and natural as they engage in this activity every day. • Model strategies, e.g. how one makes a prediction about events in a story. Stop at strategic points and help students to use what they know about the events that have happened to predict outcomes or endings. • Help them to focus on pictorial material / illustrations and discuss what they represent. Model how these can be used to make predictions about the outcome of the story. • Have students retell the important events of a story at stages in the reading. • Ask students questions about the story at different stages during the reading and have them ask questions about aspects of the story that may be puzzling. • Model think-aloud strategies for understanding events, characters, relationships between one event and another. • Compare new stories with others that have been read and encourage children to talk about similarities and differences. Using the basic elements of a story grammar will make for concrete and intelligent discussion.					

Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
8. Writing	In Kindergarten the students will represent their ideas and stories in various forms such as drawing pictures and 'writing' which may be just scribbles on the page with some recognisable letters. As they learn more about the phonology of the language and sound letter correspondences, they will incorporate more letters in their writing and also try to spell words. Their words may represent what has been referred to as *inventive spelling*, which is a developmental stage in their progress to achieving mastery of spelling. Teacher should encourage them to represent their stories in these ways and should give them the opportunity to orally tell the story that the scribbles or drawings represent. As the students continue to represent the sounds they hear with the letters that represent them, they will continue to develop their phonological awareness and learn to write and they will also begin to spell more conventionally. Selecting books for reading that use many of the words they have learned and allowing them to try to write, using these words, will further help them to see the relationship between the print on the page, its meaning and their own writing. We should help them to see the connections between what they read and write, isolate significant words (that use the letters and sounds) that they know to spell, and encourage them to use them in their writing.					
9. Conventions of oral and written English	The focus in Kindergarten will be on helping students to speak clearly, using standard English. Teacher should model by using good examples of English in his / her speech and should help the students to understand that in doing schoolwork they need to use Standard English. Good examples of English will also be provided in the stories and other materials that students listen to and talk about daily.					
A. Grammar	See 9 and B below.					
B. Sentence structure	Read stories and other texts appropriate to grade level that are written in standard English. Explicitly model the use of good English by speaking in clear complete sentences and encouraging students to do so as well. Give students the opportunity to repeat well-formed sentences. Encourage them to produce their own complete sentences as they share their news and stories.					
C. Punctuation						
D. Spelling	See 9. Students will use the sounds and letters that they know in their efforts to spell words. They will probably use pre-phonetic spelling (where there is no relationship between the letters or the words) and they will also use drawings, shapes and stick-like forms to write. Some who have developed some phonological awareness may use *inventive spelling* in which some of the sound cues in syllables are represented but the main sounds in syllables are omitted.[6] Use just the letters and letter-sound correspondences you have taught to spell words. Respond to the students' efforts by encouraging them, and having them say what they have written.					
Guides for integrating – across the domains and other subjects	Skills in the various strands are reinforced and emphasised across the domains. Vocabulary building can be done within the context of reading, listening and viewing. It should also be explicitly taught and the new vocabulary that is taught can come not only from the stories and other reading selections in the language arts but also from subjects across the curriculum.					

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[6] Rosencrans, Gladys. 1998. The Spelling Book: Teaching Children How to Spell, Not What to Spell. Newark, Delaware: International Reading Association.

Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	- If students do not have phonemic awareness when they come to school, introduce activities to develop this and then include phonological awareness activities that will help them to learn letter-sound correspondences. - Use only the letters that you have taught and the letter-sound correspondences to spell words (See 3 and 8) - Bring in lots of good literature to read to the children every day. Provide opportunities for discussion and interaction about what has been read to them. - Provide opportunities for students to retell the stories they have heard and stories that are familiar to them. - Help them to see the connection between reading and writing, through focused vocabulary work, letter and word identification, and representing what they have heard, read and viewed in their writing. Provide opportunities for students to practise and use the vocabulary they have learned and encourage them to use the words that they can read in their writing. - Use reading selections – expository text - from subjects across the curriculum appropriate to Kindergarten level (Social Studies, Science, Maths) for discussion of the content and ideas and have students ask and answer questions about the concepts in these materials and also allow them to engage in various activities in which they can make use of these materials.					

Listening and Speaking

General Learning Outcomes for Listening and Speaking

By the end of Kindergarten, students should be able to:

1.   listen to an oral communication and respond appropriately

2.   listen to understand and to follow simple directions

3.   share information and ideas, using complete sentences and speaking in a clear, audible tone

4.   speak in clear, intelligible sentences

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 first column. Additional activities are given in the 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. Listen and speak for personal response and enjoyment	1. listen and respond in various ways to what they have heard 2. recite rhymes, and short poems and sing songs 3. talk about the stories, rhymes and poems that they have heard 4. retell favourite and familiar stories 5. talk about subjects that are of interest to them, e.g. favourite pastimes, pets etc.	• Students listen to a variety of stimulus materials of different text types and genres that teacher brings in and reads to them. They ask and answer questions about what they listen to. • Students respond to what they have heard in different ways, drawing pictures, doing role-plays, miming, singing, and reciting chorally and individually. • Students listen to stories and talk about their favourite characters, the events in the stories and the setting. • Students engage in role-plays and pretend to be people they have seen in simulated situations such as – at the post office – in the bakery – at the bank – in the supermarket.	• A tape recorder, CD, DVD Player. Audio and videotapes, CDs. • Recorded versions of poems, stories, rhymes, jingles, newspaper snippets appropriate to the level. • Big oversized books that can be used with small groups or the whole class. • A reading centre where children have easy access to books and can listen to recorded stories as they follow along in the text. • A collection of interesting literature: story books, poetry and informational books. Also picture storybooks without text so children can make up the story.
B. Listen to discriminate between various sounds in the environment	6. identify various sounds and associate them with their origin 7. distinguish between sounds that are: soft / loud; near / far; gentle / harsh; scary / soothing; high / low	• Students listen to recordings of various sounds and identify them. • Students learn to replay recordings so they can listen to stories that evoke sounds while they follow in their books.	• Recordings of various sounds; e.g. animal sounds, nature sounds and sounds made by various objects. • A selection of storybooks with push 'buttons' that make sounds and match them with the corresponding objects that produce the sound.

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 first column. Additional activities* are given in the 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. Listen to distinguish between the sounds of the letters of the English alphabet and speak to use the sounds of English productively	8. identify and name the letters of the alphabet 9. identify the sounds that are associated with letters of the alphabet 10. identify beginning and ending sounds in one syllable words 11. count the number of sounds in a syllable 12. count the number of syllables in words (presented orally) 13. use clear and intelligible English sentences 14. identify rhyming words and make up rhymes and rhyming patterns	• Students listen to a word prompt and identify the object (from a set of pictorial cues) that begins with that sound. Children do the same with ending sounds, following prompts. • Students listen to poems with distinctive rhyming patterns and supply the missing rhyming word (in alternative line) when prompted. • Students produce the correct sound for initial consonants when shown the corresponding letter. • Students make different words by changing the initial consonant before a specific VC ending e.g. M – an; F – an; R- un; S- un etc.). • Students sing alphabet songs that emphasise the sounds of the letters. • Students listen to stories in which the words consist of the letters and letter sounds being taught and they use the words in retelling stories.	• Literature with rhymes and word groups that rhyme. • Wall charts with letters and pictures with objects that represent sounds of letters of the alphabet. • Recordings of music, songs with rhyming patterns. • Selected books, tapes and CDs with stories / poems that emphasise the sound patterns focused on in class.
D. Interpersonal communication	15. listen attentively during conversations, take turns and respond appropriately	• Students participate in small group and whole class interactions in which they share their news and answer questions about what	• Felt or cloth, Bristol board, colouring pencils and paints.

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 first column. Additional activities* are given in the 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*.
	16. identify obvious variation in tone of voice (e.g., anger) in stories they listen to, in recordings and in actual conversation 17. interpret the facial expressions and gestures displayed by a speaker 18. modify their tone depending on the person to whom they are speaking, and the situation 19. listen to a simple message and relay that message to someone else 20. speak clearly, using complete sentences	they have presented. • Students view stories on video or CD (appropriate to level) in which characters display definite emotions and they discuss what they have seen and the reason(s) for the emotions displayed. • Students make puppets representing characters in stories they read / that are read to them then take turns pretending to be the particular character they have made up. • Students dictate their news to teacher who writes it down and then reads over for the class and invites comments and questions.	• Audio and video recordings of community events / festivals and other celebrations. • Puppets. • Old telephones. • Centres, i.e. areas in the classroom designated for various activities. These can be developed over time (e.g. a post office a reading centre with a good selection of reading materials, including children's magazines; a dress-up centre etc.).
E. Listen to get and speak to give information	21. give information in response to questions asked 22. talk about an event or subject of interest 23. recount a familiar event or happening to the class 24. give simple directions 25. give simple oral instructions on how to make or do something	• Students participate in show-and-tell activities in which they talk about an object of their choice and answer questions asked of them. • Students share their news and ask each other questions about their news. • Students participate in projects that they work on collaboratively in small groups. They also have opportunities to present their projects to the whole class. • Students explain the steps in making or	• Visuals (pictures, picture series, objects) to generate discussion among students. • Centres to encourage 'finding out' / research activities. • Newspaper stories of interest to the age group (e.g. the children's section of the Sunday paper), clippings from children's magazines. • Flexible classroom arrangements to allow for pair work, small group and

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 first column. Additional activities are given in the 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*.
	26. follow simple two step oral instructions and directions 27. describe objects and places with which they are familiar 28. ask questions to elicit information	preparing something (related to project work they have been engaged in or presenting information they have about how to do something). • Students listen to (recorded) weather reports and talk about the activities for the day and how they can prepare for the weather. • Students listen to news reports of relevance to them. • Students listen to presentations given by people from the community and ask them questions about their work.	whole class activities. • (Recorded) radio news and weather reports. • Resource persons from the community (e.g. a fireman, a nurse, a doctor) to speak to the children about their work or selected topics being discussed in subjects across the curriculum.
F. Vocabulary development	29. use appropriate words to - express their ideas and feelings - to convey information - to talk about news and stories they have read, listened to or viewed 30. use appropriate words to refer to categories of colour, size, shape, location, quantity 31. use sensory words to describe objects, pets etc. 32. use action words to describe movement	• Students participate in (treasure – seeking) games using clue cards with words in large print (e.g. UNDER) and pictorial representation (of the location) of the treasure. Vary the clues using visuals and words. The children sometimes work in teams to solve the problem and find the hidden object. Clue cards are varied, using large print and /or pictures. • Students and teacher complete concept maps and build word groups on large sheets of Bristol board. They add to the chart as students learn new words.	• Paints, crayons, pencils, construction paper, drawing paper, scrap paper e.g. computer paper with print on one side. • Large colourful charts on varied topics and appropriate material from other subject areas to encourage meaningful talk and to organize project work, e.g. topics related to the environment (the sea around us, animals and their habitats, the planets in our solar system). • Literature with good description and sensory appeal.

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 first column. Additional activities are given in the 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.*
	33. use the words learned in other subjects to talk about concepts related to these subjects 34. use words they have learned from stories in retelling the stories 35. ask for clarification of words that they do not understand in conversations or stories that they have listened to or viewed	• With the help of teacher students develop a class Word Bank in which they record new words that they encounter in reading. (Teacher can print words on strips of paper and students can stick them onto the pages of the book under the appropriate alphabet letter). Students use these words in their oral presentations.	• Clear wall space for displaying charts – concept maps, project work etc.
G. Developing proficiency with book language	36. listen to a short extract to determine the gist of it 37. listen to distinguish between fantasy and reality in stories 38. retell stories they have heard, using the words they have learned from these stories and other sources 39. listen to information (from other subjects at grade level) to discuss the concepts explained / described 40. give simple instructions and directions 41. make a simple oral presentation to the class in which they describe an	• Students listen to a short extract of expository text and discuss what it is about. • Students listen to stories read by teacher, to recorded versions of stories and they retell these stories using (new and relevant) words they have learned. • Students listen to and view stories that are based on reality and fantasy and compare them. • Students use illustrations in stories as well as the events from one part of the story to predict the outcomes or ending. • Students work on thematic projects, using information from different subjects.	• Interesting reading material that sparks the imagination e.g. poems by Shel Silverstein, Pamela Mordecai; stories by Maurice Sendak e.g. Where the Wild Things Are; The Nutmeg Princess by R.K. Douglas; The Red Petticoat by Ester O'Neale; fables, fairy tales etc. See the *Teachers' Guide* for additional suggestions. • Glue, construction paper for collages. • Various manipulatives. • A children's encyclopaedia / – suitable for age group/ CD Rom.

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 first column. Additional activities* are given in the 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*.
	object or the project they have worked on 42. show that they understand the content (ideas, sequence of events, relationships between events, information) in selections that they listen to by asking and answering questions about the materials	• Students use sensory words (from concept maps and word banks) in their descriptions. • Students imagine what is in a "mystery" box that teacher has prepared and describe what they think it looks and feels like.	• Text / chart selections with information depicted pictorially and with high frequency (sight) words. • A "mystery" box.

H. Speaking with good enunciation, pronunciation, clarity	43. use appropriate intonation patterns for different sentence types
	
	44. pronounce words clearly
	
	45. use complete sentences in Standard English
	
	46. speak with confidence
		• Students participate in several activities for oral practice of Standard English, e.g.:
		  - choral speaking / recitation of rhymes and poems
		  - short presentations in which they tell about events that have occurred or things that they have done
		  - show-and-tell
		  - short oral reports on their projects.
		
		• Students express their personal responses to the stories they have read or listened to and the programmes they have viewed.
		
		• Students participate in role-playing in which they pretend to be characters in stories they have read or listened to or viewed.
			• Recordings of poems and stories.
			
			• Rhymes and songs with rhyming patterns that emphasise the letter / sound relationships that children are learning.
			
			• Alphabet charts with pictures / symbols that indicate the sounds of the letters.
			
			• The teacher as the most important resource to provide good models of the language for the learner at all times.

I. Attitudes for developing effective listening and speaking abilities	47. listen attentively in conversations and read aloud sessions and answer questions when required to do so	• Students interact with teacher to discuss feedback given on their work.	*Teacher as a primary resource to:* • act as a scribe to record children's

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 first column. Additional activities are given in the 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*.
	48. show willingness to take part in activities involving oral work 49. work with classmates in small and whole class groups to share information and work collaboratively on projects 50. participate in sessions organized to practise Standard English 51. show willingness to express their ideas, views and opinions on a range of subjects relevant to their age level	• Students listen attentively to the readings done by the teacher and to the recordings played.	dictated stories, news or their ideas expressed orally • provide good models of Standard English • monitor the students' acquisition and use of school language and to use that information to plan for further individual and group instruction • provide much needed oral practice, especially for those children whose native language is not English • develop print rich classrooms and interesting activity centres to engage the students in meaningful listening and speaking tasks.

Reading

II. **General Outcomes for Reading**

By the end of Kindergarten students should be able to:

1. identify the parts of a book and demonstrate knowledge of how books work

2. name the letters of the alphabet and show that they know letter-sound relationships

3. read one-syllable, high frequency sight words

4. use illustrations and other pictorial information to predict the outcomes of stories

5. identify the main events in stories and the main points in short expository extracts

6. show that they know that print carries a message

7. distinguish between different text types

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 section. Additional activities are given in the 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*.
II. Reading			
A. Knowledge about books	1. hold a book the right way up 2. identify the parts of a book e.g. cover, spine, page 3. use appropriate words to refer to the parts of a book e.g. spine, cover, page 4. identify the title and author's name on the cover and title page 5. identify the beginning and end of a book	• Students follow as teacher introduces them to a big book. They name the parts of the book as teacher guides them through it. They hold their books the right way up and identify the parts of the book. • Students locate the title, names of the author and illustrator with teacher's help. • Students follow as teacher reads a story from the beginning to the end. They ask and answer questions about the events in the story and its ending. • Students work on projects in which they make their own books and illustrate them.	• A variety of books, including big books and good literature suitable for the age group. • A reading centre with good literature books and children's magazines to which children can have access. • Construction paper and other 'scrap' paper for children to make up their own books. • Pencils, crayons and paints for picture illustrations. • A computer and appropriate software.
B. Concepts about print	6. follow the directionality of print – from left to right and top to bottom 7. name the letters of the alphabet 8. distinguish between uppercase and lowercase letters of the alphabet	• Students follow as teacher tracks words in print in a big book as she reads aloud. Then they use a finger to follow the direction of print in their books as teacher reads aloud. • Students match lowercase with upper case letters printed on individual cards.	• All the resources listed under Section A. • Alphabet rubber stamps and ink-pads, blank cards / sheets of paper. • Wooden / plastic blocks with letters of the alphabet on them (for building words).

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	9. distinguish between discrete words in sentences 10. use appropriate words to refer to the organisation of text in books, e.g. letter, word, sentence, paragraph	• Students point to discrete words in a sentence as teacher reads the sentence aloud. • Students read along with teacher as she points to the words in a familiar big book. • Students use the significant words that teacher uses in instruction (letter, word, sentence) to refer to these concepts in their discussions.	• Recycled newsprint, Bristol board for writing letters, words, sentences, and to display selected concepts. • Flip charts for recording high frequency words occurring in the reading materials and also words that are used frequently in instruction about concepts.
C. Decoding and Word Recognition	11. match the sounds of consonants to the corresponding letters 12. match short vowel sounds to the appropriate letters 13. identify consonant sounds at the beginning and end of words 14. read simple high frequency sight words 15. track the changing sounds of the letters in one-syllable words	• Students listen to a word prompt in which teacher emphasises the sound of a beginning consonant and pick out the picture (from a series of three) with the object that begins with the letter that has the corresponding sound. Students work through several examples of these for four or five letter sounds a week. Students do a similar task with ending sounds. • Students read one-syllable words that use the letters (and letter-sound correspondences) that they learn. • Students identify the words that they know in the stories they read.	• Alphabet charts, alphabet cards, magnetic letters. • Colour charts and cards with objects that represent particular sounds of the alphabet • Books with pictures on cut squares over representative words. The word is revealed when the square is lifted. • Recordings with one-syllable words articulated slowly so that the students can track the changing letter sounds and practise saying them. • Books with large print.

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 section. Additional activities are given in the 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. Vocabulary development	16. identify their names in print 17. recognise words that are related to topical categories: foods, colours, and shapes 18. sort words into categories 19. recognise common environmental print, e.g. road signs, symbols, labels	• Students pick out their names (in large print on labels) from a box and place them on their designated desks as needed. • Students work in small groups on concept maps to organize words into categories. • Students examine significant signs: road signs, symbols labels and discuss what they represent and mean with teacher.	• Colour charts with the names identified in large print. • Labels with students' names. • Examples of important environmental signs, symbols and labels. • Field trips to develop awareness about the environment. • Flash cards with individual words related to topics students are working on. • Class word bank.
E. Comprehension	20. identify the main points in a short informative extract (suited to age level) 21. ask questions about the texts they have read, heard or viewed 22. answer questions about the texts they have read, heard, or viewed 23. use their background knowledge to help them understand new information in their reading	• Students recount the important points in a short informative extract they have heard. • Students formulate questions about an extract to seek clarification. • Students answer questions about texts that have been read to them. • Students listen to or view informative presentations that build background knowledge about relevant subjects.	• Trade books and other informative texts from other subject areas - suitable to the age group. • Informative how-to books e.g. how to take care of your pet – suitable to age level. • Reading selections with high interest appeal to both boys and girls. • Informative videos, DVDs suitable for age level.

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 section. Additional activities are given in the 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*.
F. Responding to literature	24. use illustrations to predict the outcome of a story 25. use context clues to predict content 26. use titles and illustrations to predict the subject matter, main event(s) and endings of stories 27. identify the characters in a story 28. identify the main events in a story 29. use their knowledge of story grammar to understand new, unfamiliar stories and to talk about stories they have read 30. use traditional terms in story telling e.g. *Once upon a time, a long time ago, happily ever after* 31. retell familiar stories 32. generate and answer questions about stories 33. compare new with familiar stories	• Students talk about the events that illustrations in a story depict and they use them as a basis for talking about the possible outcomes of the story. • Students use context clues and pictures in a story to discuss events and to predict content and the ending of the story. • Students identify the characters in a story and talk about what they do and how they deal with the situations presented. • Students make bookmarks / draw pictures depicting their favourite characters • Students work in small groups with teacher to make a story grammar representation (*see TG*) in which they indicate the characters and the main events of the story. • Students use the language of the story grammar suited to their level: setting, character, events, in retelling and discussing familiar stories. • Students take turns to retell their favourite stories and to answer questions about them.	• Graded texts for emergent and fluent readers. • Illustrated stories with large print. • Stories with high interest appeal for boys and girls. • A large story grammar graphic for collaborative group work to represent the characters and events of a story. • Video recordings of stories to compare video and printed versions after students have listened to or read the stories. • Large writing pads or loose-leaf books for use as reading journals in which students represent their responses to the stories they hear, read and view. • A class library with familiar (and new) books, tape recorder and tapes with versions of story that students can listen to. • Videos, DVDs with familiar stories.

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	34. make up an alternative ending for a story 35. use a series of pictures to make up a story 36. represent (aspects of) familiar stories in art and role-plays	• Students work with teacher, using a Venn diagram to compare two familiar stories. • Students discuss alternative choices characters might have made and the alternative endings resulting from these choices. • Students work in small groups with teacher to create a time line (with pictures) of events in a familiar story. • Students create stories based on large pictures or a series of pictures and they tell their stories to the class. • Students pretend to be characters in stories and 'retell' the story in role-play.	• Large sheets of Bristol board for representing story grammars of selected stories. • A display / publishing area/ where students can put up their stories/ visual representations of stories. • Adhesive for students to mount their work on the walls. • Felt, construction paper, glue for students to create puppets and character 'masks'.
G. Text Features	37. distinguish between reality and fantasy stories 38. distinguish between different types of text: stories, poems, signs, labels, newspapers, magazines	• Students work with teacher, using a Venn diagram to indicate the characteristics of familiar fantasy and realistic stories. • Students work with teacher to make labels for class containers (for pencils, crayons etc.), they compare examples of signs and labels that teacher presents.	• Varied literature: fantasy tales, realistic stories, fables, poems, newspaper excerpts (Sunday section for children), children's magazines appropriate to age level. • Blank labels with adhesive / plain paper and glue, crayons, paints, brushes.

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H. Features of narrative text	39. identify the title, author's name and the name of the illustrator on the cover and title page of a story book 40. identify the table of contents of a book	• Guided by teacher, students identify the name of author and illustrator on the cover of the book and on the title page and they listen / read along as teacher reads the names. • Students discuss the title and make predictions about the story based on it. • Guided by teacher, students locate the table of contents page.	• Resources for literature selections listed under sections F and G.
I. Reading and Writing connections	41. express their response to literature through: (a) drawing pictures that depict the story events (b) writing (in their own way) about the story (c) talking about the story with the teacher and classmates (d) retelling the story or part of it (e) telling about the story of about the events in it (f) drama / role-play (g) pretending to be a character in the story 42. tell the story or message depicted in their drawings, pictures and writing	• Students read and write every day, individually, in small and whole class groups, and one-on-one with teacher. • Students make oral presentations about the books they have read and the projects they have worked on individually and in groups. • Students use the resources provided to draw, colour, paint and represent their ideas.	▪ A variety of books, e.g. informational texts, trade books, children's encyclopaedia, reference books (e.g. The World Books for children, books about animals, e.g. the Zoo Books. • Coloured paper cut in different sizes. • Construction paper of various colours. • Pencils, crayons, markers. • Selected resources listed under Sections C through H.

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J. Attitude and Interest	43. point to text while reading and 'read along' (join in orally) when teacher reads familiar stories 44. participate actively during reading sessions and related activities 45. talk about books that have been read to them / that they read 46. share ideas, ask and answer questions about books that they read / that have been read to them	• Students join in during the reading of familiar books. • Students choose books from the class / school / public library for independent reading.	• Resources listed under foregoing sections. • Teacher as a resource to: - encourage positive attitudes towards reading - help students develop confidence as readers - provide guidance about students' choices for reading - provide a nurturing, non-threatening environment in which students can take risks with their reading to discover their own capabilities - engage in activities that develop phonemic and phonological awareness - help students use known information to access new information - teach emergent literacy skills for both reading and writing (see *Teacher's Guide*).

Writing

III.   General Learning Outcomes for Writing

By the end of Kindergarten, students should be able to:

1.   write from left to right and generally from the top of the page to the bottom

2.   use phonetic knowledge to write one-syllable words

3.   write consonant – vowel – consonant (CVC) words

4.   write some uppercase and lowercase letters

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 section. Additional activities are given in the Teacher's 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*
III. Writing			
A. Developing familiarity with symbols	1. write Consonant – Vowel – Consonant (CVC) words 2. write short sentences 3. shape some uppercase and lowercase letters of the alphabet 4. write from left to right and top to bottom 5. use letters that they know to represent written text 6. scribble, draw a picture or print letters to convey a message 7. order a series of pictures to tell a story in an appropriate sequence	• Students draw and use the letters and words they know to represent their messages and stories. They recount these stories and messages, and teacher represents them in sentences. • Students dictate their stories to teacher who writes them down on the board or flip chart. • Students use large books to write for self. They illustrate what they write to create their personal journals. • Students write CVC words, using the letters (and letter-sound correspondences) they know to write these words. • Students practise writing the letters of the alphabet.	• Exercise books with large spaces for the children to scribble, write in and to practise their letters. • Materials to take down the children's dictated stories and messages (e.g. flip chart / large sheets of paper). • Drawing materials – paper, pencils, crayons, and markers. • A writing area with materials which the children can use to prepare their work for display and with picture stimuli and large print stories. • *Teacher as resource to*: - model writing - have conferences with students to check their progress and help them to set individual goals for reading and writing - help students use the letters and letter-sound correspondences they learn to write one-syllable words.

Domains, strands and topics	Specific Learning Outcomes: Knowledge, Skills and Attitudes *By the end of Kindergarten 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 section. Additional activities are given in the Teacher's 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*
B. Conventions of written (and oral) English	8. use a logical / appropriate sequence in recounting what they have represented in drawing or writing	• Selected activities listed under Sections I.A through III.A, and see *Teacher's Guide.*	• Selected resources listed under Sections I.A. through III.A.
B.1. Sentence structure	9. use complete and clear sentences in English	• Students participate in the all the activities listed to practise their use of Standard English.	• Resources listed under Sections I.A; I.C; I.D; I.F; I.G; I.H; II.C through II. I.

B. 1. Spelling	10. use their knowledge of letters and letter-sound correspondences to write one-syllable words
	
	11. spell high frequency one-syllable words, and use these words in their writing
	
	12. represent words they may not be familiar with, using inventive spelling and the letters that they know
		• Students make an effort to use the letters and letter-sound correspondences that they learn, to write one-syllable CVC words.
		
		• Students use flash cards or blocks with individual letters and, using their knowledge of consonants and their corresponding sounds, they vary the initial consonant to spell different CVC words.
		
		• Students play one-syllable word scrabble, using oral prompts to spell CVC words with alphabet flash cards or blocks.
			• Alphabet chart.
			
			• Flash cards with letters.
			
			• *Teacher as a resource to:*
			  - encourage students' efforts at spelling familiar words
			  - teach students strategies for sounding out letter combinations as they try to spell
			  - help students keep a record of new words that they learn in the stories they read, hear, view, in subjects across the curriculum, and to use these words in their speaking and writing. (See *Teacher's Guide*).

Assessment

The children's progress in all domains of the language arts should be monitored on a regular basis. Some may have phonemic awareness and others may not. Efficient planning of instruction will depend on finding out what the students know when they come to school. The following are general guidelines for assessment and monitoring of students' progress.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
I. Phonemic / phonological awareness	A. Entry level 1. Assess students' knowledge of the sounds of the letters of the alphabet. *****	(a) Assess each child individually for accuracy of knowledge of letter sounds. Place letters randomly on a table / desk. Point to a letter and ask the child to make the sound that the letter makes. If the child says the *name* of the letter, say: *That is the name of the letter. What sound does it make?* (b) Continue with as many of the letter sounds until the child completes the exercise or the child does not know any more sounds. Stop the test if the child misses at least five consecutive sounds. <center>*****</center>	• Flash cards with the letters of the alphabet printed in large font so that the student can see each one clearly.	Based on the variation that you discover in this entry-level assessment, create flexible groupings based on the children's needs. Some might need many more phonemic awareness activities than others. Focus on raising the level of awareness of all the learners. <center>*****</center>
	B. Monitoring progress 2. Monitor students' developing awareness, their learning and mastery of the letter-sound correspondences.	(c) Select the set of letter-sound correspondences that you will teach during the week and do the recommended instructional activities. (d) Monitor students' progress in mastering these correspondences (about twice) as you go during the week. Make a note of letters that students do not know and those with which they have difficulty. (e) Using the procedures suggested at 1 and 2 (a), (b) and (c), do an end of week assessment and make a note of		Manage your groups based on student need. In the following week(s) use activities to teach and reinforce the sets of letter-sound correspondences you have already introduced and continue to monitor progress on these at least twice a week, making notes on each student's progress. <center>*********</center>

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
		those letter-sound correspondences and the letters that students do not know. *******		
	C. Assessing achievement of the standard 3. Using the procedures at 1 and 2 (a, b, c) assess students' knowledge of: (i) letter-sound correspondences and (ii) names of the letters of the alphabet.	(f) Focus on two aspects of ability in this assessment. (i) on the accuracy of students' knowledge of the letter-sound correspondences and (ii) on the fluency with which students can say the letter sounds when you point to a given letter. Achievement of the standard requires fluency and automaticity in letter-sound indentification so that students can use this knowledge to blend sounds to make Vowel- Consonant (VC) and Consonant – Vowel – Consonant (CVC) words. By the end of Kindergarten students must be able to match the letters of the alphabet with their corresponding sounds.	Flash cards with VC and CVC high frequency words.	For the achievement of the attainment targets set for this strand, introduce new letter-sound correspondences until students have mastered them and have achieved the standards set. Once students know a small number of consonants and vowels, instruction can begin on word reading, with a focus on Vowel – Consonant (VC) and Consonant – Vowel – Consonant (CVC) words. Achievement of fluency and automaticity with a small set of letter-sounds will enable this to begin while instruction on mastery of all letter-sounds, and heightening of phonemic and phonological awareness continues.
II. Concepts about print	A. Entry Level 1. Assess students' knowledge of the letters of the alphabet.	(a). Using a procedure similar to that described at 1 (a), ask the child the names of the letters. Stop testing if the child misses five consecutive letters.	Same as for letter-sound correspondences	Decide from early whether you will teach uppercase and lowercase letters simultaneously or separately.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	B. Monitoring Progress 2. Monitor students' knowledge of the letters of the alphabet 3. Monitor students' knowledge of uppercase and lowercase letters. ******* C. Assessing achievement of the standard	(b). Monitor students' knowledge of the letters of the alphabet as you go during the week. Make a note of the letters that they do not know and those that give them trouble. *********** (c). Assess students' ability to recognise uppercase and lowercase letters.	Cards with uppercase and lowercase letters printed in large font, or a large colourful chart with uppercase and lowercase letters.	Engage students in activities that will help them to learn the letters and reinforce those letters that they already know.
II. Reading 1. Decoding / Word recognition	A. Assessing achievement of the standard.	(a). Same as for I. 3. (f). (b). In sessions with individual students, have students read a familiar book. Assess student's (i) decoding and word recognition ability and (ii) fluency (See TG) .	Same as for I.3.(f). Familiar books with short sentences.	No formal assessment at entry. Monitor students' developing ability in this area on an ongoing basis and tailor instruction accordingly.
2. Comprehension		(b). Monitor students' ability to understand what they read through (i) the retelling of stories they have read / that have been read to them; (ii) the answers they give to questions asked during reading; (iii) their ability to talk about a story and make predictions using the illustrations in the book.		Use small group and individual reading conferences to monitor individual progress in reading.

Please refer to the Teachers' Guide for additional instructional information on students with special needs, Creole and CIV speakers and advanced learners.

Curriculum for Grade I

(Age 6 – 7)

<u>To the teacher of first grade</u>

The learning activities in the first grade should help students to consolidate much of what they learned in Kindergarten through enabling mastery of the skills and achievement of the standards and attainment targets in all the domains listed for that level. First grade is therefore a critical year of development for students because they are also expected to extend their knowledge and skills in all areas of the language arts, but most important, they must be able to read and write independently by the end of first grade. The focus of instruction in first grade must then be to help the students to improve the abilities they began to develop in Kindergarten and to learn additional skills that will enable them to handle the academic work in all subjects at this grade level. Perhaps the most important exit skills for first graders is that they have the ability to decode automatically, read texts at grade level (as well as some slightly more challenging ones) fluently and accurately, and recognise and read high frequency (sight) words without difficulty. They should also be able to apply appropriate strategies for decoding new and more complex words that they encounter in their work in Grade I.

It is important to do an early entry assessment to find out whether the students attained the standards at Kindergarten when they enter the first grade. It would also be useful to examine the Kindergarten exit reports to determine what they were able to do when they left that grade. However, some of them may have made further strides during the holidays, while others may have even forgotten some concepts. A quick assessment would enable you to find out whether the students have acquired the necessary skills and achieved the required standards for Kindergarten, and that would help you to plan better for instruction and management of your classroom.

There are critical skills that the first grader must attain. These are indicated in the standards and attainment chart for each domain, and the learning outcomes chart also presents some important support skills that they also need to acquire. Some of the important things that the first grader must be able to do are to:

- read books at grade level
- write and spell the words that they can read
- use the words that they can read to communicate both orally and in writing.

The instructional activities in Grade I should focus on enabling students to develop and strengthen these abilities, to extend their vocabulary development and further develop their appreciation for good literature. It is also important that the students become more familiar with the conventions of English and incorporate them in both their oral and written communication. They must develop proficiency in the use of English for basic communication and, more important, for doing schoolwork. By the time they leave the first

grade they must be able to use clear and accurate sentences in English and begin to become more aware of the mistakes they make and to develop the ability to correct them.

If these targets are to be met, the teacher must plan and prepare instruction carefully. In addition to the more detailed instructional guides that are presented later on in this section, you may find the following tips helpful as you do your initial planning.

- Choose the reading materials carefully, ensuring that they will help students to further develop their abilities to (i) decode automatically and (ii) to read fluently and with deeper understanding. Provide graded texts that will help the students achieve higher levels of mastery.
- Organise reading conferences with individual students and with small groups to determine how well they can read. During individual sessions, take a running record[7] of the student's reading to determine accuracy and fluency, and to identify the specific areas of difficulty that a particular student may have. You will have a good opportunity in these sessions to help the fluent reader move on to extend his/her skills, to attempt slightly more challenging materials and to read and understand these. You will also be able to help the struggling reader to learn word attack strategies that will facilitate decoding and fluency and to overcome misunderstandings during reading.
- Plan to include activities in all the domains and integrate the activities by including some that will involve the students in listening, speaking, reading and writing about a topic or subject.
- To extend their abilities in listening comprehension, select materials of very good quality in a range of genres.
- Select materials that will help them to extend their knowledge and understanding of text features. Expository text, including informational selections from other subjects across the curriculum as well as good stories and poems will be helpful in this regard.

You must continue to give special attention the Creole and Creole Influenced Vernacular (CIV) speakers. In Kindergarten, they will have been made comfortable with using the language they know to tell their news and stories, and in the case of lexicon varieties other than English, to read simple texts in their native language. They will also have begun to acquire basic communication skills in English and to use English with greater confidence in their oral communication. Some of them will also be able to recognise high frequency words in English and to spell and write them. The activities in first grade must help them to continue to develop communicative abilities in English so that they can use that language more fluently. The focus should also be on helping them to become bi- literate in English and their native language, so that they can become proficient in both. The Teachers' Guide offers some guidance with activities that can help the Creole and CIV speaker.

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[7] See the notes on this in the *Teachers' Guide*.

Standards and attainment targets – First Grade

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Phonemic / Phonological Awareness	i. Listen attentively. ii. Distinguish between initial and final sounds in one-syllable words. iii. Distinguish between long and short vowels in one-syllable words presented in an oral prompt.			i. Recite poems, jingles and rhymes. ii. Sing songs. iii. Produce the sounds of the letters of the alphabet as well as long and short vowel sounds and consonant blends. iv. Make up different one-syllable words by substituting the appropriate sound for a letter given in an oral prompt; e.g. **p** - p<u>an</u>; **m** – m<u>an</u>. v. Blend a given set of phonemes into one-syllable words; e.g. /s/l/i/p/ - *slip*; s/t/r/i/p/ - *strip*. vi. Given a word in an oral prompt, generate a set of other words that rhyme with it. vii. Segment a three and four letter (one-syllable) word into its discrete	i. Follow / observe the shapes of the letters of the alphabet as they are written on the board or pointed to on cards during phonemic / phonological awareness activities. ii. Write down the letter that corresponds to the sound that teacher makes (including combinations like – *th, ch, sh*).	

	Receptive Competence			Productive Competence		
Domains ——→ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
				phonemes and identify the letter(s) that represent(s) each phoneme (/s/i/p/; /c/l/i/p/)		
2. Concepts about print		i. Distinguish between letters, words and sentences. ii. Identify the title of a book or reading passage. iii. Identify the name of the author of a text. iv. Match oral words with printed words. v. Follow the directionality of print (left to right).				
3. Decoding / Word recognition		i. Produce all the sounds of the letters, including long and short vowel sounds and consonant blends. ii. Read recognisable words by combining a set of phonemes, including blends. iii. Read full word, with endings, e.g. plurals (-s; -es); (regular past tense – ed); and – ing endings.		i. Articulate word endings clearly while reading aloud (see II. 3.iii).		

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		iv. Read high frequency function words, e.g. *the*, *an*, *that*, *be*, *have*, *to*, *from*, *by* etc. v. Read stories, poems, expository and other reading selections appropriate to grade level with fluency. vi. Read familiar books independently.				
4. Vocabulary and concept development	i. Identify new words in selections read aloud.	i. Identify new words in selections that are read independently. ii. Use context and surrounding text to understand the meanings of new and unknown words. iii. Sort words into topical categories (e.g. shapes, colours, foods) iv. Identify significant environmental signs.		i. Use new words learned in oral presentations.		
5. Comprehension	i. Follow simple oral directions and instructions.	i. Read and understand different types of reading materials appropriate to the grade level (stories, poetry, expository selections).	i. View stories and retell the events in an appropriate sequence. ii. View a story that has been	i. Ask questions for clarification and to show understanding of a selection that has been read aloud. ii. Answer questions about a reading		i. Present the event(s) of a story that has been read in a drawing / art work. ii. Role-play one

	Receptive Competence			Productive Competence		
Domains ➝ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		ii. Apply different strategies in reading to aid understanding (e.g. associating prior knowledge and background experience to the reading selection, generating questions about the reading selections and answering questions about what has been read). iii. Read and follow written directions and instructions written in one or two simple sentences.	read and compare the two versions.	selection. iii. Answer questions of different types (who, what, when, where, why, how) to show explicit and implicit understanding of a selection that has been read. iv. Make predictions about the ending of a story. v. Restate simple directions and instructions. vi. State the central idea in a short expository reading selection.		or two main events from a story that has been read or viewed. iii. Present an alternative ending for a familiar story in artwork or role-play.
6. Text Features		i. Recognise /Identify different text types (e.g. prose, poetry; informational – expository; story – narrative).		i. Use descriptive words in describing a pet, object, favourite place.	i. Write a story, using clear, sentences.	
A. Features of expository text		i. Identify the central idea of a short paragraph. ii. Identify and state the order / sequence of points/ ideas in a short expository paragraph.			i. Write a short paragraph, organising the information around a central idea. ii. Order the points in a short paragraph in logical sequence.	

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
B. Features of narrative text		i. Identify the beginning, middle and end of a story. ii. Identify the names of the author and illustrator of a story. iii. Distinguish narrative from other text types.			i. Write a story, including the elements of story grammar learned (setting, plot, characters). ii. Use sensory details / descriptive words in descriptions of the setting and characters in a story.	
7. Responding to literature		i. Identify and discuss the key features of a story (setting, plot, characters). ii. Use the illustrations to predict the outcomes of a story. iii. Use the elements of story grammar to analyse and discuss familiar and unfamiliar stories. iv. Read and discuss poems appropriate to grade level.	i. View and discuss versions of selected stories. ii. Compare the written and film version of a familiar story.	i. Discuss the contribution of illustrations to a story. ii. Retell stories that have been read. iii. Recite poems and sing songs.	i. Write about a favourite character in a familiar story. ii. Compare two stories. iii. Write about the books that have been read.	i. Represent a scene or character from a story in a drawing.
8. Writing				i. Discuss their ideas for writing a story. Express what they want to write about. ii. Tell the story they have written (in drawings or	i. Use the words they know in their writing. ii. Write clear sentences that make good sense. iii. Write short	

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
				scribbles or sentences).	descriptions (two – three sentences) of familiar objects, people, places. iv. Write short stories. v. Use the descriptive words they know in their stories. vi. Write an account of an experience. vii. Show care in shaping letters and leaving spaces between the words in their sentences.	
9. Conventions of oral and written language		i. Observe the conventions of written language when reading aloud (pausing appropriately for commas and full stops).		i. Observe the conventions or oral language when speaking. Modulate the voice and pause appropriately to convey ideas clearly.		
A. Grammar	i. Identify common contractions (*didn't*, *wasn't*…) in an oral communication.	i. Identify common contractions, possessive pronouns and singular and plural nouns.		i. Use contractions correctly when speaking (e.g. *don't*, *can't*, *won't*, *isn't*).	i. Use possessive pronouns correctly in writing and also when speaking (e.g. my / *mine*, *your*, *yours*, *his/her*, *hers*). ii. Use singular and plural nouns correctly.	

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	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
B. Sentence structure				i. Speak clearly, using complete sentences in Standard English.	i. Write clear, complete sentences that make good sense.	
C. Punctuation		i. Identify the major punctuation marks for sentences and distinguish between different sentence types (Statement (.), Question (?), Exclamation (!)).			i. Use a capital letter for the first person singular pronoun (*I*), to begin a sentence and for the names of people. ii. Use the full stop, question mark and exclamation mark appropriately at the end of sentences.	
D. Spelling					i. Spell high frequency sight words at grade level correctly. ii. Spell one-syllable words of three and four letters correctly (i.e. CVC words – *pin*, *run*; CCVC words – flip, slim; *trim* and CVCC words – *find*; *bite*; *hold*). iii. Learn alternative spelling of long vowel phonemes.	

Instructional Standards – First Grade

Domains ⟶ Strands ↓	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Phonemic / Phonological Awareness	Phonemic and phonological awareness are critical foundation skills for reading. The range of activities in this strand comprise what some books generally refer to as phonics instruction. In designing instruction in this strand it is important to remember that both aspects of phonics instruction are necessary. Phonemic awareness, which involves the ability to match the sounds of speech with those of print and to segment and blend phonemes, facilitates the development of phonological awareness which involves the ability to identify letter-sound correspondences and to relate the individual sounds or phonemes to the letters that represent them. Both of these skills are important prerequisites for success in reading, spelling and writing. In order to be successful in these areas, students must learn the alphabetic code, and thorough learning requires *explicit* and *effective* teaching. *Explicit* because as teachers it is our responsibility to sequence learning activities that will enable students to identify the phonemes in the spoken language and then to learn the grapheme or letter representations for the sounds. *Effective* in the sense that we do not drill them to boredom through rote exercises that extend for longer than they can pay attention, but to use varied and interesting activities that are designed to increase the their awareness in these areas and to help them acquire the knowledge that they need to read, spell and write well. Some students may have a heightened phonemic and phonological awareness when they enter the first grade. Instruction should help them to apply that knowledge in reading selected books that will reinforce what they know and extend their knowledge. Other students may not have the requisite skills and the focus of instruction should be to help them acquire the prerequisites that they may not have learned in Kindergarten and also to extend their knowledge by helping them to acquire the requisite skills that they must learn in Grade 1. The following represent the standards or guidelines for instruction in this area. The *Teachers' Guide* presents additional information and suggested activities for phonics instruction.					
	• Teach the letters and letter – sound correspondences explicitly. Include activities that help students discriminate between the different sounds in words, and to learn the letter combinations that commonly represent the sounds or phonemes. • Plan to spend at least fifteen to twenty minutes every day on phonemic / phonological awareness activities. Do not rely only on rote repetition, but involve the students in interesting activities that will engage them and focus their attention on the letters and sounds to be learned. • Introduce activities that help students identify the initial, final and medial phonemes in one-syllable words (CVC) and move them on to do the same for more complex words (CCVC; CVCC). • Provide opportunities for students to blend phonemes to sound out words, to identify the phoneme represented by each letter or combination of letters and to segment words into individual phonemes and represent these phonemes with the corresponding letter(s). Design tasks to engage students in manipulating the phonemes and letters in words. For example, using the word *sun* as a teaching word, provide phonemes as prompts that will require the students to change the consonant in initial position - /f/ the slashes indicate the phoneme or the sound of the letter which is used as prompt. The students then need to write the letter representing the sound to make a new word. The exercise can be extended for initial sounds to build a set of words. Activities can then focus on ending and medial letter-sound correspondences. An alternative is to provide the letter and have the students produce the sound and then the word. • Integrate the activities with reading so students read words and short sentences that have the combinations and words you have taught.					

Domains ———▶ Strands ▼	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
2. Concepts about print	In the first grade students extend their knowledge about print concepts. In Kindergarten they would have learned how to handle books, how to follow the directionality of print and also to associate uppercase with lowercase letters. In first grade their knowledge about the difference between letters and words and words and sentences is refined, and they should be able to identify letters, words and sentences without difficulty. Their understanding about print is extended in the activities for developing phonological awareness as well as reading. Instruction to develop their understanding about print concepts can be integrated with some phonological awareness activities where these focus on related abilities. Specifically, they must achieve the attainment targets set for Grade 1. Instructional activities and tasks should help them to attain those targets.					
	- Extend students' understanding of books and how they work by introducing a wide range of reading selections in different genres, including reading selections from other subjects across the curriculum. - Help students build familiarity with the common conventions of print by locating titles and the names of authors and illustrators. - Focus on the illustrations in stories and in other informational reading selections and have students discuss the contribution of the illustrations to the story or to the selection. - Develop familiarity with the conventions of stories through exposure to a range of stories and discussing the features of these.					
3. Decoding and Word recognition	Decoding and word recognition are skills that must be developed in Grade 1. A principal objective of teaching at this grade is to ensure that the students can decode and recognise words at grade level automatically by the time they are ready to exit the grade. In order to achieve this benchmark, students must know and understand the alphabetic code, that is, they must know the letters, they must know the sounds associated with the letters, and the letter combinations that represent the various sounds. Doing work successfully at grade level will require them to decode the words they encounter in their reading in subjects across the curriculum and to read books at grade level independently. Independent reading depends on the ability to decode automatically and accurately. Struggling students who are reading at frustration level will need help with the alphabetic code and recognition of words at grade level. The activities for the development of phonemic and phonological awareness will help them to gain the knowledge and understanding that they need. In addition, they must have many opportunities every day to (i) practise reading: (ii) work with texts that they can decode and (iii) read them over to attain higher levels of fluency. At the same time, they will require reinforcement of the prerequisite skills and help from teacher in shared and guided reading activities as they practise and try to apply the decoding and word recognition strategies they have learned to read sentences, short paragraphs and stories at grade level. Students who are reading at an instructional level will also need to master the prerequisites for decoding and they will need to practice at making decoding and word recognition automatic. Teacher can schedule appropriate activities to (i) close any gaps in their understanding of the alphabetic code and with developing phonological awareness, (ii) select books with high frequency words to help them develop automaticity with decoding (iii) introduce graded materials with some new words which will require them to apply the decoding and word recognition strategies they have learned and (iv) practise reading on their own and in small group sessions with teacher, during which scaffolding can be given to help them overcome difficulties. Students who can read independently need to gain confidence and be guided to master more complex words and structures. The following include suggestions for use with learners at the three levels of ability mentioned here.					

Domains ————▶ Strands⬇	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	<td colspan="6"> - Provide opportunities for students to sound out and blend the separate phonemes and phoneme combinations in words. - Focus first on CVC words and on having students blend the combinations and read the whole word. Progress to CCVC and CVCC words. - Select activities that will provide meaningful practice and will help students to understand what is required. Do not encourage total reliance on memory or rote learning, because the sheer volume of words that must be learned cannot be memorised. - Teach strategies for decoding and word recognition, for example, associating sounds with the letters that represent them, blending consonant sounds and consonant vowel combinations, sounding out syllables and whole words. - Integrate across domains in the language arts by writing down the letters that represent the sounds and the words, so that students can become familiar with the written representations. Encourage them to write and use high frequency words in their writing. Integrate with reading by providing sentences and selections that incorporate the correspondences they have learned and the words that include them. - Integrate across the curriculum by selecting words from other subjects that they will need to read fluently, spell correctly, and use in their writing. - Use reading selections with a majority of high frequency words but which also include some unfamiliar words for which they will have to use the strategies they have learned to decode them. Schedule read aloud sessions with individuals and small groups in which you can monitor the students' progress with decoding and the development of reading fluency. - Explicitly teach them to decode the high frequency function words that they will encounter in every text: e.g. *an*, *the*, *to*, *in*, *for*, *from*, *and*, *by*, *then*, *there*, *when*, *where, here* etc. - The benchmark is fluent reading of grade level materials (and some more challenging materials) at grade level on exit. Instruction in decoding and word recognition must therefore make this possible. Instruction must focus on consolidating the foundation skills in this strand and extending students' ability to read fluently. </td>
4. Vocabulary and Concept Development	<td colspan="6">As students learn to read and get more exposure to reading a wide range of materials in Grade 1, they will encounter words that will occur frequently in reading selections, and they will also encounter words that are not as familiar in some stories and in the subjects across the curriculum. The objective of instruction is to help students build a repertoire of words that they can use to express their ideas clearly in both speaking and writing. Vocabulary should therefore be taught explicitly, that is, some activities need to be devoted to helping students learn new words and to understand their meanings and use them productively. Vocabulary instruction can be integrated across the language arts domains and also across the curriculum. The instructional activities can focus on helping students build categories of words, to understand the relationships between words within categories, and to identify new words that are encountered in stories and other reading selections, including selections from texts in other subjects across the curriculum. Students will need to understand concepts that they will encounter frequently in their everyday lives, in their reading of stories at grade level, and the new and unfamiliar concepts they encounter in subject specific materials. Explicit vocabulary instruction must help them to (i) understand the ways in which words can be categorised, (ii) identify new words in the reading they do every day, (iii) use context and surrounding text to understand the meanings of the new words they encounter, (iv) use the new words that they learn in speaking and writing activities in the language arts and in subjects across the curriculum. The following are some key areas on which instruction should focus. The *Teachers' Guide* provides activities and additional suggestions.</td>

Domains → Strands ↓	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Expose students to a wide and diverse range of reading materials every day. The reading selections should include: stories, poetry, informational selections about subjects related to general knowledge and subject specific selections from across the curriculum. • Use a semantic map or other suitable graphic organiser to help students sort words into categories and to show relationships between words in groups. • Help them to achieve ownership of the words they have learned by using them in their speech, oral presentations and in their writing. • Use context and surrounding text in stories and informational selections to help students understand the meanings of new and unknown words they encounter in their reading. • Identify key words in reading selections from other subjects and help students understand what they mean by using context, and explanatory text in the selection. • Develop a class word bank in which the new words that are learned every day are listed. Help students build this bank as an activity that may include generating sentences that present the meanings of the words. Have this reference as a resource for preparing whole class compositions and individual oral and written presentations. • Integrate vocabulary instruction across the domains and curriculum by ensuring that the new and unknown words students encounter in all subjects are identified and their meanings discussed within the contexts of use and consolidated in vocabulary specific learning activities such as those suggested above.				
5. Comprehension	Comprehension instruction must be as carefully planned and prepared for as instruction in the other domains and strands of the language arts. Students need to learn basic comprehension strategies from early and instruction must accommodate those students who are not able to read words or sentences when they enter the first grade as well as those who can read grade level texts independently. Comprehension instruction should be introduced in both listening and reading domains. Students will be familiar with some basic comprehension strategies from Kindergarten. For example, they will have had opportunities to make predictions based on the illustrations in stories, they will also have had opportunities to retell stories, and they will be able to answer and ask some questions about what has been read. Reading aloud to students every day is an activity that should continue in this grade. The basic strategies taught in Kindergarten should be further extended through engagement with more complex stories, that is, stories with interesting plots or story lines that are appropriate to grade level. Selections should also include informational selections that present information in response to basic question words: *who*, *what*, *when*, *where*, *how* and *why*. Before reading, help students to relate their prior knowledge and background experience to the reading selection. If the selection is an informational passage about pets, a few focussed questions can help students recollect what they know and prepare them for the new information; for example, the following: *Do you have a pet*? *What animals make good pets*? *What are some things you know about taking care of pets*? *What are some things you would like to know about caring for your pet*? During the reading, pause at appropriate moments to ask students about some of the ideas that have been presented, encourage them to ask questions about the material and to predict the events or information that will be presented. Using queries during reading can help you to determine whether students have understood what has been read and you can also help them to overcome any misunderstandings they may have about the text. To help them construct meaning, you need to ask simple questions first. For instance, questions about *who* and *what* relate to more accessible information in texts than questions about *how*, *when*, *where* or *why*. For struggling students comprehension instruction may focus in the beginning on sentences and short extracts with				

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Domains → Strands ↓	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	a manageable sentence and vocabulary load that will allow students to focus more specifically on the substance of the text. Longer extracts can be used as these students become more proficient at answering questions and making connections between ideas in a selection. Care must be taken to select the range of materials that will help students to master decoding strategies and learn comprehension strategies. The text for decoding will consist of short sentences with words that incorporate word and phoneme combinations that the students need to learn. As indicated in the section under Strand 3, they need to be able to blend and sound out consonant and vowel combinations and read individual words. A good teaching text will help them achieve mastery at doing this, so they can progress to read and understand short sentences and then paragraphs. The reading programme, however, should include a much wider range of different types of texts that will allow them to apply the comprehension strategies that they learn and to understand and enjoy text in different genres. A simple guiding principle is to begin with short selections and move on to more complex ones, so that students also will be aware of the progress they are making. As students become independent readers they will be able to read complete stories on their own and to talk about them with teacher in shared reading activities and with the whole class. The following are helpful guidelines for the development of comprehension skills at this grade level.				
	• Select reading materials that include familiar vocabulary that will reinforce students' word recognition skills and enable them to construct the meaning of what they read. • As noted above, use short selections with language structures and vocabulary that students can process. Introduce more complex materials as they achieve fluency with and can understand the simpler selections. • Present a varied and wide selection that will engage students in recitations, in answering questions about what has been read and to represent their personal response to the material in talking about the reading, in art or other appropriate activity. • Include informational selections about general topics – e.g. the planets, the sea around us - that will build students' general knowledge and vocabulary. Introduce expository selections from subjects across the curriculum also, and help students to apply the comprehension strategies they have learned to promote their understanding of these materials. • Use queries to help students to relate their prior knowledge and background experience to the selections to be read. • Sequence questions to help the students to access information from the materials. Ask more concrete *who* and *what* questions first and teach students how to use clues in the questions, such as the use of a specific word, to locate the information, which may include the same word, in the text. Model how they can locate other clues in the selection to help them access information; for example, to look for words that signal time cues; *After* lunch, Ann ate ice-cream (*After* – when). *On Sunday*, (when) Ann made ice-cream. She put a bowl with milk and sugar *on the table* (where). Questions can focus on who – *Who made ice-cream*? A: Ann. *When did she make ice – cream*? A: *On Sunday*. Re-reading sections in read aloud sessions can help students focus on the information that they need to answer the relevant questions. Instruction may focus on helping students to learn strategies for answering one type of question first (e.g. *Who / What*) before going on to other, slightly more challenging, types (e.g. *How*, *Why*). • Focus on the structure of story; on who is in the story and on what happens (the events). • Ask students to retell the stories they have heard. Ask them also to recount the ideas in an informational selection. Retelling is one way of monitoring their understanding of what has been read. • Model strategies that students can use to help them overcome misunderstandings as they read. For example, use think aloud strategies				

Domains ⟶ Strands ⬇	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		to figure out what might happen next, or queries to work through a sequence of events. • For Creole and CIV speakers, begin with linguistic structures that they can understand. Introduce short paragraphs after they can manage the information load and vocabulary in sentences.				
6. Text Features		Students in Grade 1 extend their knowledge about how books work and about different features of text and types of text by having many more opportunities to listen to, to read and work with a range and variety of different materials. They will be introduced to concepts in the subjects across the curriculum and will be exposed to more expository text than in Kindergarten. The variety of materials introduced in the language arts should include prose (stories, informational selections, short descriptions / stories incorporating description), poetry, and songs. Before selections are read aloud and / or during shared reading sessions, students are made aware of the characteristics of these text types, for instance, the difference between how a poem and a story might be set out on the page. Similarly, during reading, and as a normal practice of helping students develop their understanding of what they read, new descriptive (and other) words can be identified and students' understanding of these words extended through explicit teaching in integration activities related to vocabulary and concept development. • Select a variety of reading materials appropriate to the age level for reading. These should include stories, poems, song lyrics, and informational (expository) selections from other subjects at grade level across the curriculum. • Read a selection of these different types of material to students every day and help them to become aware of the differences between the different types (e.g. appearance of a poem on the page as opposed to a story; the rhythm of a poem as opposed to a set of instructions). • Have students clap or tap their feet to keep the rhythm of a song or a poem as you read or sing aloud. Have students sing selected songs. • Help students identify descriptive words in a selection. Bring in aids to help develop sensory awareness.				
A. Features of expository text		In Grade 1 students listen to informational reading selections on topics of general knowledge (about the environment, their communities, the world, the universe) and specific topics from subjects across the curriculum. Expository text is usually more difficult to access and process than narrative, so care must be taken to provide scaffolded instruction for students as they learn to read and distinguish the features of expository text. Some students will be able to read stories at grade level. Others will still be working on consolidating their knowledge about the alphabetic code and developing their phonemic and phonological awareness. Despite the variation in ability that may be evident at this stage, all the students should be involved in read aloud sessions, during which teacher helps them to become aware of the characteristics of expository text. For example, in a short three or four-sentence paragraph about the moon which teacher reads aloud to the class, through scaffolding (rereading sections, questioning, using illustrative material provided), teacher can help the students determine the order in which the information was presented. Students who can read independently can reread the paragraph on their own and represent the order of ideas pictorially in a series or engage in a follow-up activity related to a class project. In shared sessions, teacher can help struggling students apply the decoding skills they have developed to read the sentences. The activity can also be linked to a writing activity in which students write a short paragraph of three or four sentences about a familiar topic that they have been working on in class. The writing activity can help them focus on presenting their points in an appropriate and logical order. Teacher can help them to determine the best order, by again providing scaffolded instruction and by asking students questions that help them think about what should go first, second and third.				

Domains ——————▶ Strands⬇	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Select interesting informational / expository material appropriate to the age group to read aloud to students every day. • Help students develop their understanding through the use of basic comprehension strategies (see section on comprehension and the *Teachers' Guide*) • Select short expository pieces ranging from a single sentence to three sentences for use with students who are struggling with decoding and word recognition at level. Select pieces that use letter combinations and words that students are working on in their phonological and decoding sessions. • Use picture series that present scenes that can be ordered and have students work individually or in small groups to put the pictures in the most logical order. As a follow-up activity have the students work in small groups for a shared writing activity in which they write short sentences that match each picture represented. • Provide scaffolding for reading and writing activities. • Focus on the illustrations in the reading selections and help students to determine the contribution of these to the printed content. • Integrate reading and writing activities so that students will become aware of the relationship between what they read and are required to write.				
B. Features of narrative text	In Kindergarten students will have begun to develop a concept of story; that a story has a beginning, middle, and an end, that some characters in stories live happily ever after, that bad characters sometimes get punished while good characters are sometimes rewarded. Those students who can read and have had opportunities to read independently may also have an understanding of the element of plot as it relates to the events that happen in a story. The Students' concept of story will continue to develop and become further refined in Grade 1 as they apply the elements of story grammar to the stories that are read to them and that they read, tell, view and write. The stories that are selected for reading should exemplify clear elements of story grammar. The setting should be clearly identifiable (the story takes place somewhere), and people (characters) are also present and identifiable. Instruction introduces the element of plot as an additional element of story and students understand that the things that happen in a story (the events) make up the plot. Students should be helped to use the simple framework of story grammar in telling their stories, retelling stories that they have listened to or read and in writing their stories. Very simply, that a story happens somewhere (setting), that there are people (characters) in a story and that events (a plot) happen in a story. The range and variety of stories that are presented should also help students to distinguish between reality and fantasy.				
	• Select stories that are interesting and varied to read aloud to students. Select also graded texts that use decodable words that the students are familiar with, for independent and shared reading sessions. • Focus on the basic structure of story – beginning, middle and end – to help students become familiar with the structure of narratives. • Refer to the basic elements of story grammar (setting, characters, plot) in talk about stories and help students identify setting (where the story takes place); the characters (who are the people in the story) and plot (what happens in the story). • Help students to continue to develop the ability to identify authors and illustrators of stories. • Use the illustrations in stories to help students see the connections between these and the content of the story and to determine the contribution of the illustrations to the story. • In whole class writing activities use the simple story grammar framework to present stories that students tell or retell or view.				

Domains ⟶ Strands ↓	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
7. Responding to literature	In Grade 1 the basic concept of story is reinforced. The standards listed for Features of expository and narrative texts are also relevant to this strand. Students become more familiar with the concept that a story has a beginning, middle, and an end. In the stories they read, hear and view, these elements are clearly identifiable. The stories are also selected for their clear presentation of setting (where the story takes place) and the people (characters). The story grammar element of plot is introduced in reading the events that happen and how they affect the characters. The narrative reading selections should be wide and varied and should include stories of reality and fantasy, fables and folk tales. In addition, students are encouraged to respond to poetry and songs, and their response will involve speaking (telling and retelling), writing, representing (e.g. drawing, role play). Students are also given opportunities to view selected versions of stories that were read and they compare what was read with what they viewed. They are also given the opportunity to compare familiar stories that they have heard, read and viewed. As we know, in responding to literature all the domains of the language arts can be integrated, and careful planning will enable teacher to draw on possible links to help students see the relationship between the activities across the domains.					
	• Introduce materials of a wide and varied range of interest to the age group and that are appropriate to the grade level. These should include stories, poems and songs. • Provide opportunities for students to (i) retell the stories that have been read and viewed; (ii) recite poems; (iii) sing songs. • Provide opportunities for students to view videos of selected stories and to compare the versions that were read with those viewed. • Read stories that clearly present the elements of story grammar: beginning, middle, end; setting, characters, plot. • Help students to use the illustrations in a story to predict the outcome. • Use the basic elements of story grammar as a framework to guide discussion about the stories that have been listened to, read and viewed. • Use a suitable graphic organiser in a whole class activity to help students compare two stories they have read. • Provide scaffolding for struggling readers to help them understand the stories and other literature that is read in class.					
8. Writing	In this grade, students will be attempting to write and to shape the letters of the alphabet that they have learned. They will also be trying to write the words they know and can read. Writing activities can be integrated with those phonological awareness activities that focus on blending and segmenting words to help students begin to focus on spelling the words they know correctly. Many students are likely to use inventive spelling and that should be accepted. The on-going class activities of segmenting in phonological awareness will help them to move to the stage where they begin to spell accurately the words that they can read. Writing instruction should help students to write down the words they know and to put the words into sentences. Teacher models writing for the students and also writes down the stories of students who have not learned to write. Students are given opportunities to tell their stories, to describe familiar and favourite objects and to use the descriptive words they know. Those students who know and can recognise high frequency words should be encouraged to use them in their stories. At this stage, teacher gives students feedback on what they have written. Teacher listens to the stories students tell; that their scribbles represent, and comments on them. Teacher provides writing scaffolding activities for students by (i) writing down their messages, (ii) helping them to spell the words with which they have difficulty, (iii) helping them to form their sentences and to write down their ideas as they try to write, (iv) helping them to observe word boundaries, to leave spaces between one word and another in their sentences. Opportunities should also be provided for students to share what they have written with their classmates and to respond to the questions their classmates ask about what they have written.					

Domains → Strands ↓	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Model writing for the students by writing down the letters, words and sentences that are focused on during instruction. • Provide scaffolding for all the students according to their needs. This can be done in the ways suggested above. Give encouragement to students as they try to write incorporate the words they know in their stories. It is important to write down the stories told by the children who have not yet learned to write words and to read out those stories, so they also share their work with the rest of the class. • Schedule conferencing sessions with individual students and small groups and ask students to read what they have written (or tell the story that their drawing represents), and give them encouraging feedback to help them build confidence and take risks with writing. The letters may not be shaped perfectly – help them to work towards improving this when they engage in writing. Encourage them to express their ideas and write them down so that they get out the content of their stories. Defer the work on letter shaping and correcting spelling to a session after they have completed some writing (one or two sentences) to work on. Do not stifle the flow of ideas by insisting on perfect writing as the first step.				
9. Conventions of oral and written English	Instruction on the conventions of oral and written English will be incorporated into the range of speaking, reading and writing activities that are undertaken at this level. Students should be able to observe the conventions during reading by pausing at the appropriate places and as indicated by punctuation marks, and they should also modulate the voice and pause appropriately in conveying their messages. The focus is to help students use standard English orally and in writing for school related tasks. By the time they exit Grade 1, students should have made significant advances towards achieving this standard. Instruction must therefore focus on helping them achieve it.				
A. Grammar	• During writing activities provide scaffolding to help students form their sentences correctly. They will need help with writing down the words they know in a clear sequence. • Schedule individual conferences to give students feedback on what they have written and to focus on the content of their writing. During these sessions you can point out mistakes and help them to correct them. Do not focus on every category of mistake at one sitting, but select the one that seems most common and heighten the student's awareness of the correct form. • Record the common mistakes you have observed for the class or groups and organise mini lessons in which you deal with the particular grammar point. At this grade students should learn to use singular and plural nouns correctly, so you may wish to monitor their use in this area and make them aware of errors they make in using singular and plural nouns in their speech and writing. It is important not to disrupt the flow of a presentation constantly to correct mistakes. During conferencing or in a focused lesson this can be dealt with explicitly. • Make students aware of the common contractions that are used in the reading selections. These will most often be used in informal situations, so you may want students to know that these forms are more often used in casual speech by people and by characters speaking in stories (dialogue). • Provide good examples of Standard English for students to read and to listen to: in recordings of stories, poems, weather reports. Above all, provide good models of Standard English in your own use of language in the classroom.				

Domains → Strands ↓	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
B. Sentence structure	• The focus of instruction is to help students write clear sentences that make good sense. Throughout the year as students attempt to write, provide scaffolding in small group and individual sessions that will help them focus on their own developing abilities in the use of language. Help them to read over aloud so they can hear what they have written and ask them questions about what they have written down, so that they can begin to monitor their own use of language.					
C. Punctuation	• If students do not know the difference between uppercase and lowercase letters when they enter Grade 1, instruction during the first part of the year must help them to acquire this knowledge. During reading sessions, they could also be made aware of the use of capital letters to begin a sentence, for the names of people and for the pronoun *I*. Lead them to apply this knowledge to their own writing and monitor their use of capital letters. Also in reading, where the voice and intonation can indicate the difference between a question, a statement and an exclamation, make them aware of these three punctuation marks that are used at the ends of sentences and also help them to acknowledge this use by (i) appropriate voice modulation when they read and (ii) inclusion of the appropriate mark at the ends of the sentences that they write.					
D. Spelling	It is important to integrate spelling instruction with writing and to use the activities in developing phonological awareness to support what students learn. Through sounding out a word, segmenting it into discrete phonemes while trying to write it down, students will be applying their phonological knowledge to learn how to spell. Rosencrans[8] explains that there are different stages of spelling development. In Grade 1, some students will be at the pre-phonetic stage, some may be at the phonetic stage and a few others may have progressed to the grapho-phonic stage (see *Teachers' Guide*). Instruction in this grade will focus on helping students to spell the high frequency words that they know and can recognise in their reading. A prerequisite skill for learning to spell is the ability to discriminate individual letter sounds and to write the letters that represent the sounds. These will be requisite skills that students must acquire in this grade.

• Encourage students to use the high frequency words they encounter in their writing.
• Help them to visualize the word they are trying to write down to see what it looks like (in the word bank or on a flash card),
• Model saying the word slowly so they can hear the sounds. Have them sound out the word aloud.
• Have them write down the letters that the sounds represent.
• Have them look at the whole word and read it.
• Integrate with writing activities so that students can understand the relationship between spelling and writing. | | | | | |
| Guides for integrating – across the domains and other subjects | Suggestions have been given in the notes to most of the strands above for integrating instruction across the domains in the language arts and across the curriculum. Integration provides a holistic approach to learning and it helps students to see the relationships between domains and what is learned in selected subjects. Pre-reading and pre-writing activities involve listening and speaking, and writing involves reading. Integration across the domains involves simple principles. | | | | | |

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[8] Rosencrans, Gladys (1998). The Spelling Book: Teaching Children How to Spell, Not What to Spell. Newark, Delaware: International Reading Association.

Domains ———▶ Strands ▼	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	<table><tr><td>• Give students many opportunities to discuss what they read (with teacher in individual conferencing sessions and with their classmates in small and whole class groups). • Provide opportunities for them to make oral presentations about familiar subjects and topics. • Suggest topics for writing around subjects that students have read and talked about. • Select grade level appropriate materials from subjects across the curriculum for reading and to suggest topics for writing. • Develop project work that will involve use of several strands across the domains and that will involve concepts that are learned in other subjects. • Allow students to represent their ideas in formats additional to writing, e.g. drawing and painting. Integrate art-work by letting them illustrate their stories.</td></tr></table>					

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Listening and Speaking

I. General Outcomes for Listening and Speaking

By the end of Grade I students should have attained the standards for listening and speaking at Kindergarten level. These are: (I.1. i – iv); (IV. 1. i – ii); (I.5.i) and (V.5.i). They should also be able to:

1.   listen attentively and courteously and respond appropriately to oral communication

2.   use appropriate phrasing, tone and pitch to allow the listener to follow as they communicate their ideas

3.   ask questions for clarification and to elicit information

4.   give and follow simple directions

5.   recite poems, jingles, limericks and rhymes, paying attention to the rhythm of language

6.   retell stories, using the framework of story grammar to do so

7.   use appropriate descriptive words in their descriptions of people, objects and places

8.   keep to the topic of their oral communication / presentation.

Domains, strands and topics	Specific learning outcomes: Knowledge, skills and attitudes. *By the end of Grade I 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 speakers in conversational exchanges 2. listen to determine the gist of a message 3. listen to determine a speaker's emotional tone 4. use turn-taking conventions appropriately 5. express feelings orally about situations and events of interest 6. communicate simple messages orally	▪ Students share news and talk about events of interest as well as their personal experiences [e.g. what they did on a special holiday or how they spent a weekend]. ▪ Students make planned presentations (as in show and tell) and answer questions about them. ▪ Students listen to recorded stories and other selections with dialogue and talk about the speakers' / (characters') feelings/ moods based on the tone of voice and language used. ▪ Students ask questions of speakers who have given an oral presentation to the class. Before the visit students work in groups to formulate the questions. ▪ Students role-play simulated situations that require routine conversational responses and exchanges that are appropriate to the situation.	▪ A listening centre in the classroom with appropriate recorded selections. ▪ Access to appropriate technology (VCR, computer, monitor, etc.). ▪ Selected resources (listed for Kindergarten), appropriate to the tasks and activities being done in Grade I. ▪ Different stimuli for listening and generating discussion; e.g. articles from children's magazines, actual school events etc. ▪ Visitors to the classroom to speak to the students about topics of interest.

Domains, strands and topics	Specific learning outcomes: Knowledge, skills and attitudes. *By the end of Grade I 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*
A - 2. Communicating to give and to get information	7. ask for directions 8. give simple directions to someone to get from one place to another 9. listen to and follow simple two and three step instructions 10. use appropriate language (directional / deictic terms) to give directions (e.g. turn right, go straight ahead. *See Glossary*) 11. ask questions to elicit clarification about specific topics 12. use Standard English to communicate about topics in language arts and subjects across the curriculum	▪ Students simulate the use of the telephone to find out from an appropriate agency - how / where they can get specific information – e.g. the library or the weather bureau. ▪ Students listen to simple two and three step instructions on how to do something and they follow the instructions. ▪ Students listen to an oral communication and ask questions for clarification and to get additional information. ▪ Students participate in field trips and work in small groups to prepare and present their reports.	▪ A drama centre with "costumes" which children can use in role-play activities. ▪ Construction paper, art paper, cardboard for use in making objects, cut outs (for use in activities – e.g. in which completion of a task is based on the instructions given by someone.). ▪ A radio for listening to selected news. Recordings of news items. ▪ Support materials from subjects across the curriculum.
B. Listen and speak to develop oral proficiency in English B -1. Listening for enjoyment and speaking to express personal response	13. listen to represent the rhythm of language through kinesthetic response, e.g. clapping, tapping out rhythm 14. listen to stories and express a personal response orally (e.g.	▪ Students listen to short, recorded rhymes and jingles and tap or clap out in time to the rhythm. ▪ Students listen to stories and poems and express their personal response to them.	▪ A small selection of musical 'instruments' a selection of print material including stories, poems, rhymes, limericks, information texts. ▪ Blank tapes / CDs to record students' news.

Domains, strands and topics	Specific learning outcomes: Knowledge, skills and attitudes. *By the end of Grade I 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*
	say whether or not they like them and why) 15. listen to stories and retell favourite ones 16. recite poems, jingles, rhymes, limericks, paying attention to the rhythm of the language and expressing a personal response to selections 17. describe a familiar scene or a favourite place 18. listen to determine whether a sentence or series of sentences is expressed in Standard English or in a Creole or CIV (see Glossary / *Teachers' Guide*).	▪ Students listen to recordings of themselves sharing news or giving a planned oral presentation and discuss their performance in conferencing sessions with teacher. They focus on one or two aspects and set a target for improvement. ▪ Students share their news everyday. ▪ Students retell familiar stories to the class. ▪ Students participate in arranged class excursions to interesting places in the vicinity of the school or elsewhere. They describe a scene they liked or found interesting. ▪ Students participate in show and tell activities.	▪ Culturally relevant materials, stories that include dialogues in which the language spoken in a territory is used. (Use as a basis for raising children's awareness about language differences). ▪ Simple evaluation form with checklist of questions for use in conferences with students to help them evaluate their performance (as they listen to a recording of it). ▪ Selections from other content areas (Science, Social studies) to develop specific listening activities.
B - 2. Listen and speak to develop comprehension	19. listen to an account of an event or situation to make a prediction about its outcome 20. listen to determine the sequence of events in a short expository selection	▪ Students listen to a short expository selection to determine the central idea. ▪ Students listen to a short expository selection to determine the order or sequence of ideas.	• Short expository selections from informational / trade books appropriate to grade level. • Selections from subjects across the curriculum.

Domains, strands and topics	Specific learning outcomes: Knowledge, skills and attitudes. *By the end of Grade I 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*
	21. retell the events that happened in the beginning, middle and the end of a story 22. retell familiar stories and use elements of story grammar to discuss them 23. listen to an oral communication to determine the message and to relay it	• Students listen to stories read aloud by teacher and retell the events. • Students form two groups to play a communication game. A message is communicated quietly to the first student in the group who then passes it on quietly to the next student. The last student in each group tells the message to the teacher who writes it down. The group who had the most accurate version at the end wins.	▪ A good selection of informative material from readings in the language arts and across the curriculum. ▪ Newspaper and magazine articles appropriate to the age level. ▪ Recordings of literature selections: stories, poems and songs.
C. Vocabulary and concept development	24. identify the new words in a short selection that is read aloud 25. use contextual clues to help determine the meaning of an unknown word in a sentence read aloud 26. use exact words to refer to words in categories (shapes, colours, foods) 27. identify descriptive words in a short selection that is read aloud 28. listen to identify rhyming words in a selection	▪ Students listen to a sentence read aloud by teacher and repeat the unknown and unfamiliar word in it. They listen to the same selection again, say what they think the word means. • Students form two groups to play a game in which they identify the word that does not fit into a particular category. Students listen to four words read out in an oral prompt. Each group has a turn to pick out the one word that does not belong in the same category as the others. If a group gives a wrong answer, the other group gets a turn and has an extra opportunity to score. The group with the most points at the end	▪ Charts with colour terms, and the names of shapes indicated. ▪ Food charts. ▪ Appropriate diagrams from other content areas, e.g. maps and charts from Social Studies, diagrams from Science lessons - set up as wall displays and providing topics for discussion in the language arts. ▪ Charts / semantic maps (made by the children and teacher) showing word associations. • Flash cards with selected high

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		wins. Each student should have an opportunity to respond. • Students line up a series of cards with words on their desk and listen as teacher reads a very short selection that contains descriptive words. Students select the cards that match the descriptive words they hear.	frequency descriptive words that students have encountered in reading. • Exercise books / notebook for listing new words students hear in selections
D. Voice skills	29. listen to a letter name given in an oral prompt and produce the sound of the letter 30. use appropriate intonation patterns for different sentence types 31. enunciate clearly in choral renditions and in planned individual presentations 32. use tone appropriate to specific (conversational) contexts 33. speak clearly, confidently and pace rate of speech appropriately	▪ Students participate in choral recitation of poems with interesting rhymes and rhythmic patterns. ▪ Students sing songs. • Students participate in the phonological awareness activities and practice pronouncing individual letter sounds, and combinations in individual words, sentences and short selections. • Students role-play different situations and use language that would be appropriate to the characters in these situations. They pay attention to the tone of their contributions.	▪ Alphabet charts for display. ▪ Written up (large print) versions of some of the listening texts. ▪ A selection of good literature (stories, poems, ballads). ▪ Selections suitable for choral recitation.

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F. Attitudes for effective oral communication	34. listen attentively in conversational exchanges and during presentations given by others 35. use accepted principles for conversational exchanges, e.g. signalling for a turn to speak, responding at appropriate times 36. participate in class discussions and other oral activities organised for the class 37. adhere to established classroom rules for listening tasks and other activities 38. share information, ideas and opinions 39. participate in activities for oral language development	▪ Students work in small cooperative groups, with teacher's guidance, to set out the accepted rules for listening and speaking in informal and formal interactions in & out of the classroom. ▪ Students participate in listening and speaking activities every day. ▪ Students work on individual presentations (e.g. show and tell) and they cooperate with classmates to work on planned group oral presentations. ▪ Students listen attentively to guest speakers who are invited to speak to them and they ask questions for clarification and to elicit information.	▪ All the resources listed in the foregoing sections. ▪ In addition to other resources, a good supply of drawing materials, pens, crayons, pencils, markers for representation in different formats of their response to the materials listened to. ▪ Bristol board, paper and glue. ▪ A few blank audiotapes, CDs and videotapes.

Reading

II. General Learning outcomes for reading

By the end of Grade I students should have attained the standards for reading at Kindergarten level. These are: (II. 2. i – v); (II. 3. i – iv); (II. 4. i – iv); (II. 5. i); (II. 6.i – ii); (II. 6.B.i); (II.7. i – iv).   They should also be able to:

1. match oral words with printed words

2. read high frequency words at grade level

3. use the strategies they have learned to decode and recognise unknown new words

4. identify the name of the author of a book

5. use the comprehension strategies they have learned to understand meaning in texts they read and that are read to them

6. identify the key features of stories that they read and that are read to them

7. identify the central idea of a reading selection

8. make inferences and draw conclusions about ideas and events presented in the texts that they read and that are read to them

9. distinguish between narrative and other text types

Domains, strands and topics	Specific Learning Outcomes Knowledge, skills and attitudes. *By the end of Grade I 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. Teacher may select those most appropriate to a given activity*
II. Reading			
A. Concepts about print	1. identify the name of the author and the title of a book 2. distinguish between letters, words and sentences 3. read from left to right, and from top to bottom of the page	▪ During reading sessions students ask and answer questions about the conventions of print. ▪ Students use proper terms to talk about parts of a book. ▪ Students point to the words in the text as teacher models reading aloud from a big book.	▪ Selection of books; literary (stories, rhymes, poetry); how-to books; some big books for activities early in the year. Selections should be based on students' reading abilities. ▪ Books with illustrations. ▪ Materials for students to experiment with making their own books - including their 'writing' and illustrations
B. Decoding and word recognition	4. produce the sounds of the letters of the alphabet, including vowel sounds and consonant blends 5. recognise and read high frequency words 6. recognise and read high frequency function words (e.g. *the*, *an*, *that*, *be*, *have*) 7. use familiar letter	▪ Students sound out letter combinations during read aloud sessions. ▪ Students play word games that focus on using correct letter combinations to build a word. They select cards with letters that teacher has placed face down on the desk. Each student has a turn to select four cards and to form a word (CVC, CCVC, CVCC) from the cards selected. Each letter correctly used earns one	▪ Alphabet cards and wall chart. ▪ Flash cards with individual letters and symbols / pictures that represent the sound(s) letters stand for. ▪ Bristol / cardboard, scissors, coloured pencils, markers for cut outs for board (word) games. ▪ Cards with letters of the alphabet for making words.

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	combinations to decode one-syllable words 8. use knowledge of syllable structure as an aid to decoding unfamiliar and longer words 9. match spoken with printed words that are familiar 10. identify and sound out rhyming words in a reading selection	point. The game can be flexible to be played individually or in groups. Selections focus on the letter combinations being learned. ▪ Students identify letter sound relationships during reading sessions and they read aloud selections that include the words they know. ▪ Students identify words that they know in the context of reading. ▪ Students listen to recordings of rhymes that use high frequency words with the letter / sound combinations that they are learning. They follow a printed version and point to the words they hear. ▪ Students create CVC words by blending phonemes and sounding out the words. They identify the letters associated with the sounds. They do the same thing with CCVC and CVCC words.	▪ Songs and rhymes that emphasise the letter / sound relationships. ▪ Paper and other drawing materials for use in making illustrated (alphabet) books. ▪ Old magazines for cutting out pictures ▪ Class reader and a rich variety of supplementary texts. ▪ Large sheets of paper (e.g. flip chart) for making up word lists and KWL charts. ▪ A selection of short texts that include the words students are learning to decode. ▪ A selection of literature with large print and illustrations. ▪ Recordings with favourite rhymes that reinforce the letter/ sound correspondences that are being learned.

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C. Vocabulary development	11. identify new words in reading selections 12. use context and surrounding text to understand the meanings of new and unknown words 13. use high frequency words in oral and written work 14. sort words into appropriate categories 15. identify common / significant environmental signs	▪ Students identify new words in selections read to them and that they read. They work with teacher and in small groups to write down new words in the class Word Bank. Students generate one or two sentences that illustrate the meaning(s) of the word. These are entered in the Word Bank. ▪ Students play word games and complete puzzles that require use of high frequency words that they encounter in their reading. ▪ Students work on activities with teacher (in whole class, small groups and individually), to sort words into their appropriate categories.	▪ Large exercise books for word lists. ▪ Flip charts or Bristol board for creating graphic organisers for sorting activities. ▪ Print and electronic reference texts. ▪ Materials to make word games and puzzles. ▪ A collection of age appropriate word games and puzzles.
D. Comprehension D – 1. Constructing meaning	16. use comprehension strategies learned to understand the meaning of what has been read 17. relate prior knowledge and background experience to the reading selection as an aid to constructing its meaning	▪ Before reading, students discuss the topic of the selection, the picture on the dust cover; they recollect and relate prior knowledge and relevant background experience to what is to be read. ▪ During reading, students respond to queries asked by teacher and check	▪ A variety of reading materials appropriate to grade / age level. ▪ A selection of graded texts including some more challenging material for advanced readers. ▪ As in K, a reading centre where the students have access to a variety of

Domains, strands and topics	Specific Learning Outcomes **Knowledge, skills and attitudes.** *By the end of Grade I 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. Teacher may select those most appropriate to a given activity*
	18. use simple linking words (e.g. connectives (*and*, *but*) and function words (*an*, *the*, *this*, *that*) to determine the relationship between ideas expressed in sentences 19. read the messages that their own writing conveys 20. read and follow short, written instructions and directions	their understanding of the material by - asking questions about it - referring to specific parts of the selection and making links between related events and actions - answering questions that indicate their understanding of what has been read. ▪ After reading students - talk about their enjoyment (or lack of enjoyment) of the reading selection - answer questions to indicate their understanding of what has been read - engage in follow-up activities that consolidate their understanding of what was read - work on tasks that enhance and extend their understanding . ▪ Students focus on connectives and function words to explore the relationship between ideas in a selection.	print and electronic reading materials from which they can choose during independent reading sessions ▪ Audio recordings of favourite stories with matching text in print.

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		▪ Students read over the stories and messages they have written, explain the meaning and answer questions about their writing.	
D – 2. Critical reading	21. ask questions of themselves and of the text as they read 22. make inferences about the materials presented in the reading selections that are read to them / that they read 23. draw conclusions about the materials that they read / that are read to them 24. formulate and express an opinion / judgment about the materials that are read to them / that they read	▪ During reading, students generate questions about a reading selection as they try to figure out the outcome of events. They also respond to queries related to the substance of the reading selection. ▪ Students observe as teacher models a think aloud strategy in which clues from the text are associated to make an inference or draw a conclusion. Students respond to queries that help them to use the strategy during a read aloud session and they apply the strategy in shared and independent reading sessions. ▪ Students talk about their personal responses to the text and they represent these responses in follow-up activities that involve writing, drawing, role-play and other relevant and appropriate tasks.	▪ All the resources listed under D – 1 ▪ Reference materials that explain basic and other specific reading strategies and how these may be used in instruction e.g.: - Re-reading and reading on to clarify meaning - using think aloud strategy to speculate about outcomes and making predictions - identifying and associating relevant clues to make an inference or draw a conclusion.

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D – 3. Text Features	25. identify and distinguish between different text types: poetry, prose; expository, narrative	▪ Students listen to stories, poems, rhymes, informational selections and talk about: - the difference in the layout of different text types on the page - the rhythm and rhyming patterns in poetry ▪ Students listen to poems, stories and short expository selections and discuss the content and text features with teacher.	▪ A wide range of reading materials suitable to the age group / grade level, including poems, rhymes, stories, trade books, short expository selections from subjects across the curriculum. ▪ Audio recordings of poems, stories and informational selections on topics of interest to boys and girls and appropriate to age / grade level.
D – 3. A. Features of Expository text	26. identify the central idea or topic of a short expository paragraph 27. indicate the order / sequence in which the ideas in a short expository paragraph are presented	▪ Students listen to / read a short expository paragraph and identify the main idea. They talk about the main idea and the additional (supporting) information presented to explain and clarify it. ▪ Students put a series of jumbled sentences from an expository paragraph (written out on cut out strips) in the order that these were presented in the paragraph. Students discuss whether this was the best, most logical order.	▪ Flip charts, large sheets of Bristol board on which short selections can be written out and displayed. ▪ Strips of paper for writing out individual short sentences with which individuals and small groups can work to reconstruct paragraphs. ▪ Picture series representing a sequence of events or instructions for doing something.

Domains, strands and topics	Specific Learning Outcomes **Knowledge, skills and attitudes.** *By the end of Grade I 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. Teacher may select those most appropriate to a given activity*
D – 3. B. Features of Narrative text	28. identify the names of the author and illustrator of a narrative selection 29. identify the beginning, middle and end of a story 30. identify the setting and characters of a story 31. discuss the characteristics of the setting of a story 32. discuss the traits of the characters in a story 33. identify the main events in a story	▪ Students locate the names of the author and illustrator of a story. They discuss the contributions of the illustrations to a selected story. ▪ Students identify and discuss the events that occur at the beginning, and in the middle of a story. They predict the ending based on these events. They also talk about the ending of the story and say whether it was pleasing / satisfying and give their reasons. ▪ Students discuss the elements of story grammar: setting, characters, plot (see *Teachers' Guide*) and they apply the framework of story grammar to talk about the stories that they read / that have been read to them. ▪ Students identify the descriptive words that are used to present characters in stories and they compare the characters, using the traits they have identified.	▪ A range of graded stories with pictures. Some texts should have short sentences with decodable words that struggling readers can work with on their own; others should have more text for advanced readers to develop fluency. The books should include high frequency words. ▪ (Illustrated) stories in which the setting is clearly and explicitly identified (and described). ▪ Blank cluster graphics that can be used for sorting descriptive words. ▪ Large graphic of story grammar and individual sheets with blank representations for small group and individual work.

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E. Responding to Literature	34. identify the events of a story that make up the plot 35. use their knowledge of the elements of story grammar (setting, characters, plot) to talk about a story 36. discuss the main idea (or theme) of a story that they have listened to, read or viewed 37. discuss how a conflict in a selected story is resolved 38. talk about the characters in a story and say why they like or do not like them 39. compare stories that they have read 40. compare characters in stories that they have read 41. express a personal response to stories that they have listened	▪ Students retell stories that they have listened to, read and viewed. ▪ Students discuss the stories that have been read and viewed. They: - recall important details and their significance in the story - ask and answer questions about the elements of the story grammar - talk about the outcome – how the conflict or problem was resolved - talk about the characters and their actions; say whether and why they would have acted in the same way or differently from the main character in a similar situation. ▪ Students follow as teacher draws a cluster or semantic map of the generic structure of a story and uses it as a basis for talking about the elements of a story being read. Students contribute information that teacher uses to complete the story grammar of a familiar story.	▪ All those listed under D – 1, D – 2, and D – 3. ▪ Sheets with printed / drawn template of basic story grammar for students to do maps of familiar stories. ▪ A good selection of reading material: stories, poems (auto)biographies suitable to age level. ▪ Writing and drawing materials so that students can follow up their reading by representing their response to what they have read. ▪ Books of high interest to boys and girls in the class library.

Domains, strands and topics	Specific Learning Outcomes **Knowledge, skills and attitudes.** *By the end of Grade I 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. Teacher may select those most appropriate to a given activity*
	to, read or viewed	▪ Students compare two familiar stories or two characters from stories that have been read, using a graphic organiser such as a Venn diagram as an aid (see *Teachers' Guide*). They contribute information as teacher completes a large graphic in which similarities and differences are organised on the graphic. Students work on their own and in groups, to do similar comparisons.	
F. Attitudes and Interest	42. listen attentively to reading done by teacher and other students 43. ask and answer questions about the selections read in class 44. read short selections aloud in class when asked to do so 45. read silently everyday and discuss what was read with teacher and classmates	▪ Students select books from the class and school library for silent, independent reading every day. ▪ Students participate in shared reading activities. They discuss what they have read and ask questions of teacher and their classmates about other selections that have been read. ▪ Students attend individual reading conferences with teacher, read aloud ask and answer questions about the reading and discuss their progress with the teacher.	▪ All the resources listed in Section II

Writing

III. General Learning outcomes for writing

By the end of Grade I students should have attained the standards for writing at Kindergarten. These are: (V.8. i – iii); (V. 9. i, B. i, D. I).   They should also be able to:

1.   write short, clear and complete sentences

2.   use the words they know in their writing

3.   write short descriptions of two or three sentences

4.   use descriptive words they know in their descriptions of objects, people and places

5.   write a short account of an experience

6.   use the conventions for written English

7.   read over their work to improve it and correct obvious mistakes in their sentences.

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III. Writing			
A. Writing for self	1. write short, clear sentences, using the words they know, including high frequency words that they encounter in their reading 2. write a short account of a personal experience	▪ Students work at writing down the words they know in short sentences. They read their sentences aloud to teacher and classmates, talk about them and the intended meaning; they examine sentence patterns (on display on flip chart paper) to check that they have formed their sentences well. They use the class and their own word banks to check the spelling of words. ▪ Students talk about the ideas they want to write about. They tell of a personal experience, answer questions about it, and write down an account of it, using the words they know.	▪ Exercise books with large pages for students to write and draw. ▪ Pencils, markers, coloured pens, paints and brushes. ▪ Materials to write down and display the dictated stories of children who cannot write. ▪ Lined copybooks for students to control the shaping of the letters and for forming words.
B. Writing to accomplish school tasks.	3 write a story and share it with teacher and classmates 4 write a short description (two or three sentences) about a familiar object, person, place 5 use the descriptive words they know in their stories and descriptions 6 write a short expository paragraph	▪ Students work at writing down their ideas for stories in sentences, using the words they know and encounter in their reading. They discuss the ideas they want to write about with teacher and classmates before writing. They read out and answer questions about what they have written. ▪ Students use the descriptive words they know and encounter in their reading to present the setting and characters in	▪ Exercise books for individual word banks and for writing, large sheets of Bristol board / flip chart with blank graphic organiser for clustering ideas for writing. ▪ Appropriate graphic for sorting descriptive words. ▪ Display chart with sentence patterns. ▪ Strips of paper with individual sentences of different types (statements, questions,

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	of two or three sentences about a chosen topic that they have read about and discussed in class	their stories. ▪ Students use a starter sentence or idea teacher has given and they write sentences around that idea to create a short expository paragraph. ▪ Students follow as teacher models writing a paragraph by putting sentences written on individual strips of paper in the best order. Students discuss the topic, main idea and the order used. Students create a paragraph using sentences on strips of paper. They later write out their sentences in their books.	exclamation) written down for use in creating short paragraphs. Sentences dictated by students when sharing their news and in telling their stories are written on strips for their use in building short paragraphs. ▪ Fun charts displaying functions of the main punctuation marks students are learning to recognize and use (full stop, question mark, exclamation mark).
C. Writing process	7. discuss their ideas for writing before they begin to write 8. use a simple cluster chart to organise their ideas for writing 9. read over their work and correct obvious mistakes 10. use a short list of questions to check their writing and to revise what they have written	▪ Students write everyday. They follow as teacher writes dictated stories and news on the board and they read over and improve what has been written. They participate in shared writing sessions with teacher in which they ask and answer questions about their ideas for writing, the words they will use and the sentences they have written. ▪ Students write on their own every day, about topics of high interest (personal biographies, pets, friends, important events in their lives). They read over	▪ Stimulus materials from across the curriculum / other content areas. ▪ Appropriate worksheets for some structured writing tasks. ▪ An area in the class for one-on-one conferencing – seating arrangements for group tasks to continue while individual conferencing is in progress. ▪ A 'publishing' corner where students can paste their writing samples on large sheets (related to a particular topic) or

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		their work and share what they have written with the rest of the class. ▪ Students interact with teacher in individual writing conferences to talk about what they have written, to get feedback and to discuss their progress. ▪ Students use a simple list of questions provided by teacher to check over their work. They also make use of class reference materials to check their work (e.g. sentence patterns on display, word bank) ▪ Students listen to each other read their work in whole class and small groups. They ask questions about what has been written and the writer answers questions. Students use the feedback given to improve their writing.	put them into large loose-leaf books and illustrate them. (See the section on the Writing Process in the *Teachers' Guide*.) ▪ A short list of questions that focus on key areas of writing students are learning about, for use by individuals and small groups to check the writing and to use as a basis for giving feedback.
D. Reading and writing connections	11. write stories based on ideas triggered by their reading 12. read their own writing and answer questions about it 1. read the work of other students and ask questions about it	▪ After reading, students extend their understanding by discussing the story outcome(s) and other possible endings. They imagine the life (or an event in the life) of a minor character and write a story about it. These and other ideas help them to generate a story based on what they have read.	▪ All the resources listed under Section III. A – C. ▪ Selected materials used in reading lessons.

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	14. use an illustration from a reading selection as the basis for writing a short focussed paragraph	▪ Students share the stories they have written by reading them out aloud to the class or a small group. They answer questions about the story and provide clarification when necessary.	
E. Conventions of writing	15. shape letters, letter clusters and words 16. leave spaces between the words in the sentences they write 17. leave appropriate spacing between the words in their sentences 18. use Standard English in their planned written (and oral) school work	▪ Students follow as teacher models writing letters and sentences. ▪ Students learn and practise writing both uppercase and lowercase letters. ▪ Children spend time writing every day. They also work at shaping their letters and writing words. ▪ Students discuss their use of language in writing sessions with teacher. They revise their planned presentations using the class references to check on points of writing convention that they are not sure about. They also listen to feedback from teacher and their classmates and revise their work, using those ideas given in feedback that help them to improve what they have written. ▪ Students listen to good models of English in recordings of stories and other selected materials. They listen	▪ An alphabet chart with uppercase and lowercase letters. ▪ Loose pages for writing practice. ▪ Books with large print in which the letters are clearly visible. ▪ Flip chart paper with examples of letters, words and sentences. Examples from students' dictated stories and news as well as other reading materials used in the language arts and from subjects across the curriculum.

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		also when teacher speaks and models good use of English. ▪ Students use Standard English in planned oral presentations and in their written work. They read over their work aloud to teacher and classmates and use feedback as well as simple question checklists to verify the accuracy and acceptability of their usage. ▪ Students compare sentences in Creole or CIV with Standard English where the former are used in narratives that have been read.	
E – 1. Grammar	19. use singular and plural nouns correctly 20. use possessive singular pronouns correctly 21. use common contractions appropriately in writing the dialogue used by characters in their stories	▪ Students read over their sentences to verify that they have used nouns and singular possessive pronouns correctly. They discuss their writing in individual conferences with teacher and work on correcting mistakes with singular and plural nouns and possessive singular pronouns (if they have made any).	▪ A list with the possessive singular pronouns (e.g. my, mine, his, hers) and examples of simple sentences demonstrating their use from the students' own sentences and materials that have been read.
E – 2. Sentence structure	22. write clear and complete sentences, using the words that they know	▪ Students write short simple sentences, using the words they know and the high frequency words they encounter in their reading. They check the	▪ Examples of basic sentence patterns displayed in a prominent place where students have easy access to check while revising their writing

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		correctness of their usage in writing conferences with teacher, in small group sessions, and on their own. ▪ Students play the sentence lottery game, which can be played by either individuals or small groups. Each individual or group selects four high frequency content words out of a content word box (e.g. nouns, verbs, adjectives), and three function words out the function word box (e.g. in, on, at, by, the, an, etc.). Students have a few minutes to create a clear and well-formed sentence from the selection. The individual or group receives points for: a sentence that is (i) well-formed, and (ii) conveys a clear message. Extra points are given if all content and function words are used meaningfully in the sentence. An opposing group gets points if they correctly challenge a sentence that is not accurate or if a word is not used correctly.	▪ Question checklists for simple sentences for use by individuals and small groups to check well- formedness of sentences. ▪ High frequency content and function words written out on cards or squares of paper. Words are sorted into different boxes, one for content words and another for function words. ▪ Boxes to store content and function words for games. ▪ A scoring scheme for the game. A large scoring card on flip chart for students to record scores during the game. ▪ A chart to record scores and to use as a checking point for individual and group performance.

E – 3. Punctuation	23. use a capital letter
	  - after a full stop
	  - at the beginning of a sentence
	  - for the pronoun *I*
	  - for the names of people.
		▪ Students pay attention to the use of the full stop, question mark and exclamation mark as teacher points them out in reading selections during read aloud sessions every day. They	▪ Examples of sentences using the punctuation marks students are learning to recognise and use.
			
			▪ Recordings of stories and other selections

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	24. use the full stop, question mark and exclamation mark appropriately at the end of sentences	listen as teacher reads and models the intonation patterns for sentences that use these different marks. Students read aloud and use appropriate intonation when they recognise and identify these marks also. They use these marks in their writing, read their writing aloud to the teacher and the class and they discuss whether they have used the right sentence pattern and punctuation mark based on the meaning they want to convey.	in which intonation representing sentences that use these different marks is clear and recognizable by students. ▪ Books for students to read while they listen to the recorded version.
E – 4. Spelling	25. spell high frequency sight words at grade level 26. spell one-syllable words of three and four letters (*CVC; CCVC; CVCC*) 27. use alternative spelling for long vowel sounds (e.g. *ee*; *ea*; *ie*) 28. use strategies for learning to spell (see *Teachers' Guide*)	▪ Students build plural words by joining cards or blocks with the right plural ending to the root word. They also use this activity to create words with –*ed* and –*ing* endings. ▪ Students create and maintain a Word Bank or personal dictionary (i.e. an alphabetical list of high frequency words from their reading and writing). They use it as a reference for word choice and spelling (*Teachers' Guide*)	▪ Individual cards or blocks with root words and common endings for words students encounter in their reading. ▪ Charts showing roots and suffixes (plurals: - *s*; -*es* endings ; regular past tense -*ed* ending). ▪ Large exercise or note books for class and individual word banks. ▪ Word lists from subjects across the curriculum.

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F. Attitudes and Interest	29. show willingness to write independently 30. show interest in working on writing letters and words 31. talk about their writing 32. discuss the feedback given to them on their writing 33. use Standard English for their planned oral and written presentations 34. show effort in learning to spell high frequency words 35. persevere with using the writing conventions: - write clearly and legibly - write well-formed sentences and correct mistakes - use punctuation marks appropriately	▪ Students participate in activities and tasks that involve reading and writing every day. ▪ Students take time to shape their letters and to set out their sentences leaving spaces between words. ▪ Students tell their stories by dictating to teacher or by drawing them or by writing them down using inventive and authentic spelling. They tell the story that their writing, drawing and scribbles convey. ▪ Students apply strategies learned in phonemic and phonological awareness activities to their efforts to spell the words they know and new words they encounter during reading.	*Teacher as a primary resource to:* • provide adequate time for students to read and write everyday • provide feedback to small groups and individuals • model use of English in speaking and writing • help students develop positive attitudes to language and language learning • provide authentic purposes for writing • encourage students' response to literature through speaking, reading and writing • provide activities that help the students recognise the high frequency words they encounter in reading and to use them in planned speaking and writing • use opportune teaching moments that arise to reinforce concepts being learned. • teach a balanced, integrated programme in the language arts.

Assessment

As in Kindergarten, the emphasis in Grade I must be on teaching and learning. However, it is important to know what the students are capable of doing and to determine how they are progressing towards the achievement of the standards for Grade I. Because of this, we need to assess and monitor students' ability and to use the information we gather to guide further instruction. The assessment chart indicates specific assessment indicators for the domains, strands and topics. The following are general guiding principles for monitoring students learning throughout the year.

1. Create a portfolio for each child to keep samples of stories, representations of stories (drawings, scribbles), observation forms and your notes on the student's progress in all the domains of the language arts.

2. Do an entry-level assessment when the children enter first grade to determine whether they have developed phonological awareness, how much of the alphabet and letter-sound correspondences they know and whether they can recognise and read high frequency words from texts read in Kindergarten.

3. Schedule conferences with individual students to determine whether they have developed oral proficiency using Standard English. Organise planned oral presentation activities and use these also to monitor student's oral use of the language.

4. Schedule time for individual reading conferences in which you can take a running record of a student's reading to determine fluency and to identify specific areas of weakness (refer to the *Teacher's Guide* for sample forms and for notes on the procedures to be followed).

5. Use story charts as one way of monitoring students' responses to literature. Initially, teacher has to fill in the relevant sections based on the student's responses but students will eventually be able to complete the chart when they have learned to write.

6. Provide immediate feedback on students' reading and writing and provide explicit guidance for improvement. In conference sessions determine whether students use the guidance you have given them to improve their reading and writing.

7. Give special attention to Creole and CIV speakers and their development of oral communication skills in English.

8. Use various approaches to monitor students' development throughout the year. Use students' performance on tasks to determine how they are progressing towards achievement of the standards.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
I. Phonemic and phonological awareness	A. Entry level 2. Assess students' knowledge of letter-sound correspondences. 3. Assess students' ability to recognise letter-sounds in initial position of words. 4. Assess students' ability to recognise letter-sounds in final position of words.	i. Use activity (a) and (b), page 36 to assess students' knowledge of letter-sound correspondences. ii. Use a list of one-syllable high frequency words from texts used in Kindergarten. Have students sound out the word. Alternatively, use a series of three pictures with objects. Ask students to point to the picture that begins with the particular sound (give the prompt for the particular sound to be tested in beginning position). Vary the activity by giving end letter-sounds as prompts to test knowledge of sounds in final position. Do beginning sounds first, then final sounds	• Flash cards with a letter of the alphabet printed on each one. • Cards with pictures representing objects that the students know.	• Plan to give small group and individual instruction to those students who may have gaps in their knowledge.
	B. Monitoring progress 5. Observe performance of struggling students during reading activities. Assess individual progress during conferences with students to check their progress.	iii. Monitor for accuracy of students' knowledge of letter-sound correspondences and for fluency and accuracy of producing the sounds when you point to the letters and words.	• Same as above and list of high frequency words.	• Use information from monitoring sessions to plan for additional instruction in phonological awareness. Integrate with reading and select books with manageable, decodable text for students to apply what they know.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessing achievement of the standard – Final assessment Standards: I.1.ii &iii; IV.1 iii, v vii; V. 1.ii – 6. Assess those areas where there were gaps in knowledge. 7. Assess beginning, ending and medial sounds.	iv. Assess knowledge of letter-sounds; ability to blend two or more phonemes to sound out a word; manipulate initial and final letter sounds in CVC, CCVC and CVCC structures to create new words. (Use selected blending and manipulation tasks. See *Teachers' Guide*)	• Short texts with high frequency words that use the letter-sounds students are learning.	• See standards set out in the second column. Students should have achieved these standards at exit. Make notes to indicate what their abilities are in these areas. Notes should be submitted to teacher of Grade II.
II Concepts about print	A. Entry level Standards II.2. i., iv, and v Assess to find out whether students can: 8. distinguish between letters, words and sentences 9. match oral words with printed words 10. follow the directionality of print on the page	i. Assessment of these abilities can be done in one-on-one sessions with the student. The assessment activities can be simple. Example: read one or two sentences aloud from a familiar text (one students would have read towards the end of the previous year or a simple text from Grade 1), and have student point to the words as you read them. Do not prompt too much. The object is to observe to determine whether students can match oral words with printed words. Checking for knowledge of directionality of print can be done during the same session by having student read aloud and point to the words on the page while reading.	• Short narrative and expository texts with high frequency words.	• These are essential skills for reading. Note any gaps in the students' knowledge and build instructional activities in (a) phonemic and phonological awareness and (b) decoding to help students achieve mastery of these standards. Refer to suggested instructional activities in the Outcomes document and the *Teachers' Guide*.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	B. Monitoring progress Standards II.2. i. – v. 11. Standards ii, iii and v can be reinforced during every reading session with texts that indicate the names of author and illustrator. By the end of the first month all students should be able to identify these. Active monitoring in the teaching and learning process every day during read aloud, small group and individual sessions will enable students to acquire these standards in an easy and effortless way. 12. Abilities indicated in Standards i., and iv need to be developed through explicit teaching of decoding strategies (see outcomes document and *Teachers' Guide*). Assess individual progress every fortnight until students have mastered these basics then once a month thereafter.	ii. Use list of selected words from texts being read. Point to the word and ask the student to sound it out. Alternatively the student can point to the word and sound it out. iii. Use short sentences. Monitor ability to track direction of text and to match the written with the spoken word by having students run the index finger along as sentence is read aloud.	• Material with high frequency words but a different text from above.	• Teaching and learning activities, especially in the first few weeks should focus on helping students acquire these basic skills. This can be achieved during reading sessions every day. Skills and the learner's confidence can be built through engagement with reading and achieving fluency with individual sentences then short paragraphs and longer text. This is for skill building and needs to be done in addition to the rich reading experience of literature in which students should also be engaged every day.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessing achievement of the standard - Standards II.2. i. – v. 6. Careful monitoring throughout the year will give a good indication as to whether students have achieved standards i. – v. Formal final assessment can be done simply through requiring students to read a story and making the identifications required at ii and iii. The achievement of i., iv and v can be assessed during the reading of the text.	iv. Same as at B ii and iii.	• Same as above but use a different text.	
3. Decoding / word recognition	A. Entry level Standards: II. 3. i., ii, and vi 13. Entry-level assessment seeks to find out whether the students can produce all the sounds of the letters (i.e. to determine whether they have knowledge of the alphabetic code). 14. It is also important to know if students can read a text at grade level independently.	i. Assessment can begin with asking students to read a text at grade level. Check to determine whether they decode accurately and fluently. Select a familiar text that might have been read during the final term in Kindergarten, then select an unfamiliar one that you plan to use early in the first term in Grade 1. All of standards II. 3, i. – v and IV. 3. i. can be assessed in the reading activity. ii. Take a running record while the student is reading to check for accuracy and fluency. Check for pronunciation of word endings (IV.3.i.).	• A story and short expository selection, of roughly 100 words. • Short sentences for use with struggling readers (to start with). • All selections should have high frequency words but include some new and unknown words.	• Instruction must focus on helping students develop accuracy and fluency of decoding. These are important prerequisite skills for comprehension and successful independent reading. Use the results of the running record to check strengths and to identify weaknesses. Plan instruction to include activities that will make decoding automatic and build fluency (see *Teachers' Guide*).

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Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	B. Monitoring progress 3 Monitor iii and iv during individual and small group sessions. i. must be explicitly taught and the acquisition of that knowledge monitored during students' attempt to apply it in reading. 4 The abilities indicated in Standards ii, iii, and iv should be monitored regularly during reading sessions with individuals and small groups. 5 Standards v and vi should also be monitored on an ongoing basis throughout the term.	iii. Assess automaticity of decoding by having students read a short list of high frequency words in isolation. Then have them read a short passage with the same words embedded. iv. Take a running record to assess fluency and accuracy about once a month (twice if manageable). Some students will need to be monitored more often and given help. Fortnightly checks would be helpful to these students.		• Instruction is towards the achievement of Standards v and vi. Mastery of these presupposes acquisition of i. – iv. Use information you're your observations while students are reading and the results of the running record to provide scaffolded instruction (guided or shared reading instruction) for those who need it. • Check readiness of students (who are making good progress to move on to slightly more advanced texts.
	C. Assessing achievement of the standard: Standards i–vi. 6. Throughout the year students are moving towards the achievement of Standards v. and vi. Final assessment should determine whether students have achieved these. Assess fluency and accuracy in reading selected text types (see II.3.v).	v. Take a running record of an individual student's reading selected texts. Use short texts of no more than one hundred words. Shorter texts may be necessary for students who may not be very fluent. Assess for accuracy and fluency in decoding and the ability to self-correct when a mistake has been made.	• Short selections of different text types, narrative and expository. • Running record blank forms (see Teachers' Guide) or photocopied text selection with space for making notations between lines.	• Find the accuracy and self-correction rate for each student. Make a note of the specific types of errors made. Pass on this information to the teacher of Grade 2 to facilitate appropriate planning for the students in that grade.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
4. Vocabulary and concept development	A. Entry level Standards: I. 4.i.; II 4. i. – iv; IV. 4. i. 1. Assess students' recognition of new words in selections they listen to and read. 2. Assess their ability to find out the meanings of new and unfamiliar words, using context and the surrounding text.	i. Standard I.4. i. identifying new and unfamiliar words in a selection read aloud can be assessed at entry during the first week. New reading materials that are slightly more challenging than those that were used in Term 3 in Kindergarten will form part of the reading selection during the first month. Students will be unfamiliar with several of the words in these books. Assess their ability to identify new and unfamiliar words and also check their understanding of meaning (II.4.ii).	• A selection of text types indicated for Grade I. See Outcomes document and Teachers' Guide. Narratives and expository selections from subjects across the curriculum would be appropriate.	• At the very least instruction in the language arts in Grade 1 must help students to decode, read and understand texts appropriate to grade level. Use the entry assessment to determine what the students know and plan instruction accordingly.
	B. Monitoring progress Standards II. 4. i. – iv and IV. 4. i. Instruction must focus on the mastery of the skills indicated in these standards and students' progress must be monitored throughout the year. Again, in the various reading activities, reading aloud, guided and shared reading, teacher will have an opportunity to monitor student performance and to give explicit guidance to students on using appropriate strategies.	ii. Sorting of words into categories will be taught using different strategies and cognitive organisers. Students' progress should be checked on completion of assigned tasks to individuals and groups. iii. During reading sessions monitor students' understanding of word meaning. iv. Students' oral use of new words learned is also monitored in their planned oral presentations.	• Reading materials for Grade 1. These will be more challenging than those used in Term 3 in Kindergarten and they will have new words and concepts that students need to learn. • The reading materials that students will be using in subjects across the curriculum will also provide a rich selection of vocabulary and concepts that students must learn. Monitoring tasks / activities will make use of those.	• The Outcomes document and the *Teachers' Guide* present suggest instructional activities in vocabulary and concept development. These can be incorporated into the instructional programme and students' progress in achieving the standards in this strand monitored and their needs addressed before the final assessment at the end of the year.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
5. Comprehension	A. Entry level Standards: I. 5.i.; II.5. i – iii; IV. 5. i.- vi 1. Assess students' ability to understand what they have read. 2. Determine whether students know and are using any comprehension strategies while reading.	i. Observe students while they are reading aloud to determine whether they are using any strategies to understand what they read. ii. Ask students questions during and after reading to asses understanding. iii. Assess students' understanding by having them retell the story. iv. Use pictures to have students represent the order in which events occurred in a story that was read.	• Selected texts appropriate to grade level. • Good questions / queries. • Picture series representing events of selected stories.	• Start from where the students are and plan instructional activities to teach them how to use strategies to understand the meaning of what they read. • Select reading materials and instructional tasks based on students' abilities.
	B. Monitoring progress 3. Comprehension strategies should be monitored and developed through explicit teaching of strategies, modelling the use of strategies and integrating instruction across domains. The standards listed under section 5 indicate the skills that need to be developed. These all need to be monitored on an on-going basis throughout the school year.	i. Reading activities should be interesting and exciting. Students achieve small successes through scaffolded instruction. Monitor skill acquisition through close observation of students' reading behaviours. Standards III.5. i. – ii and VI. i. – iii. enhance student interest in reading.	• Selections can be made from a wide range of materials. See Outcomes document and *Teachers' Guide*.	* Refer to the suggested instructional activities in the *Teachers' Guide* and Outcomes document.
	C. Assessment of achievement of the standards End of year assessment 4. Assess for achievement of standards across the domains: I. 5. i.; II.5. i. – iii; IV 5. i.– vi.	i. The skills indicated in the standards listed under C. are critical ones that should have been developed by the end of Grade I. Assess using different appropriate activities.		

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
6. Text Features A. Features of Expository Text B. Features of Narrative text.	A. Entry Level Standards: II. 6. i.; II. 6B.i. – iii. 1. These are the minimum standards in this strand for new first graders. Assess the skills indicated in the standards listed above, using suggested tasks in the *Teachers' Guide*.	i. Assessment can be done during the first two weeks in individual conferences with students. Assess whether they recognise the difference between the main text types that have been used in reading: poetry, stories.	• Narrative selections, poems.	• Students should recognise the difference between a poem and a story. Plan instruction to extend their knowledge of different text types in Grade 1. They work towards a better understanding and appreciation of poetry, songs, stories; expository material and the use of description in stories.
	B. Monitoring progress Standards: IV. 6. i.; V. 6. i.; II 6A. i. – ii; V. 6A. i. – ii; II. 6B. iii; V. 6B. i. – ii. 2. These standards are to be achieved in Grade I, and the acquisition of skills in these areas must be monitored throughout the year. Monitor the development of comprehension skills and strategies that are indicated in the standards under section II, and the speaking and writing skills and strategies listed under sections IV and V respectively.	i. The ability to follow simple two-step instructions and directions given orally. Ability to do this can be monitored on a daily basis with more a formal assessment done once a month. ii. Monitor the development of skills indicated in the standards for reading expository and narrative texts every day during the many reading sessions scheduled for normal instruction. Students' mastery of the requisite skills must be assessed more formally once a month. iii. Monitor the development of the writing skills listed in the standards on a daily basis. Schedule more formal assessments once a month.	• Refer to the outcomes document and the *Teachers'Guide* for the range of materials suggested for use in teaching the strands in this domain. Make a judicious selection for assessment.	• Instruction to enable the achievement of the standards indicated by the end of the year can be achieved through the daily reading, writing, listening and speaking activities. The instructional activities can be integrated to give students an insight into the relatedness of the domains. Monitoring is ongoing and samples of students' work examined and feedback given. The samples are kept in a portfolio so students can monitor their own development also.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessment of achievement of the standards. Standards: II.6. i., IV. 6. i.; V. 6. i.; II 6A. i. – ii; V. 6A. i. – ii; II. 6B. i. – iii; V. 6B. i. – ii. 3. These are the standards that students should have achieved by the time they leave Grade I. Assessment of their abilities in these must be assessed selectively at the end of the year.	i. Students' skills in the standards indicated should be assessed at the end of the year. For reading, those listed at II.6A. i. – ii and at V.6A. i.- ii are very important. These are the basic skills that are needed and must be developed if students are going to do school work successfully. These must be tested formally at the end of the year and monitored regularly throughout. ii. The skills indicated at V. 6B. I – ii should also be assessed at year-end.	• Refer to the *Teachers' Guide* for examples of activities that may be used for assessment.	• The results of the final assessment as well as significant notes from monitoring activities and samples of students' writing (the portfolio) must be made available to the teacher of Grade II before the start of the next academic year.
7. Responding to Literature	A. Entry level Standards: IV. 7. ii – iii; VI. 7. i. 1. These are the minimum requisite standards for students entering Grade I.	i. Assess students' ability to represent in a sketch or drawing, a scene or a character from a story they have heard. ii. Assess their ability to retell a story that they have listened to or viewed.	• Select from the suggested activities indicated in the Learning Outcomes document and the Teachers' Guide and choose appropriate materials from those recommended for Grade I.	• Instructional activities in Grade I should develop students' abilities in the standards listed at No.7 under all the domains. The programme in literature for the year should aim to enable students to acquire the skills listed under each section at No. 7.
	B. Monitoring progress Standards: II. 7. i. – iv; III. 7. i. – ii; IV. 7. i. – iii; V. 7. i. – iii; VI. 7. i. 1.The skills indicated at IV.7. ii – iii and VI. 7 i. should be further enhanced through students'	i. One of the important skills to be developed is the reading and analysis of story, an understanding of story grammar and its application to the reading and analysis of new and unfamiliar stories. Progress in this should be monitored on a daily basis during reading sessions in which students	• A good selection of literature, including they 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 students' success in achieving the standards. Engagement with good literature every day as well as the use of interesting and challenging instructional activities will enable students

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	engagement with literature throughout the year. 2. The skills listed at II.7, IV. 7 and V. 7. must be explicitly taught and students' achievement of them monitored and assessed.	discuss what has been read. ii. The skills indicated at IV. 7. i. – iii and V. 7. i. – iii must also be monitored throughout the year. Again, this is done during the reading and writing sessions organised every day.		to achieve these standards.
	C. Assessment of achievement of the standards. Standards: II. 7. i. – iv; IV. 7. i. – ii; IV. 7. i. – ii; V. 7. i. – iii. 3. These are the standards that students should achieve by the end of Grade I. These should be formally assessed at the end of the year.	i. The skills indicated at III.7 and VI. 7 are monitored throughout the year and the development of students' abilities in these areas noted and nurtured. Their developing abilities in these specific areas will enhance their development in II, IV and V. ii. The skills indicated in the standards listed at II.7. i. – iv, IV. 7. i. – ii and V. 7. i. – iii must be formally assessed. The forms of final assessment can be varied. For example, V.7.iii can be assessed in a project that students could have been working on in the last month of the year. Such a project could assess VI.7.i. as well. Again, portfolio work should be factored into the final assessment.	• See the Teachers' Guide for various resources that may be used.	• The results, written profile indicating the strengths and weaknesses of the students as well as selections from their portfolios that give a good indication of their development over the year must be made available to the teacher of Grade II.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
8. Writing	A. Entry level Standards: IV.8. i. – ii; V. 8. i. 1. These are the minimal standards on entry to Grade I. 2. Assess students' ability to tell the story that their drawings / scribbles or writing represent. Determine also whether they can talk about their ideas for writing. 3. Assess their ability to write the letters of the alphabet. Determine how many they can write.	i. The standards listed under IV. 8. i. – ii must be monitored throughout the year. Speaking activities are an integral part of the process approach to writing and will be manifested in the discussion of ideas for writing, explaining what has been written and responding to feedback given. ii. Students' use of high frequency words in their writing must be monitored and nurtured through positive feedback and response to their work. The development of the skills indicated in the standards listed at V. 8. i. – vii must be monitored on a regular (weekly) basis in the writing activities and tasks done.	• Alphabet charts or individual cards with the alphabet. • Writing materials.	• 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. Refer to the *Teachers' Guide* for suggestions for instructional activities.
	B. Monitoring progress Standards: IV. 8. i. – ii; V. i. – vii. 4. Student progress in achieving these standards must be carefully monitored throughout the year.	i. Writing process approaches to teach required skills, build confidence and foster acquisition of the standards (see *Teachers' Guide*).	i. Pre-printed sheets for structured tasks. ii. Appropriate cognitive organisers. iii. Selected stimulus materials.	• Examination and discussion of students' work every week will give an indication of their progress in writing. Some of the skills indicated in the standards (V. 8.ii – vii) need to be taught explicitly. Students who are struggling will require scaffolded instruction (guided and shared reading activities) that will help them gain confidence as writers and achieve mastery of the required skills.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessment of achievement of the standards. Standards: V. 8. ii, iii, iv, v, vi, vii. 5. Students must have attained these standards by the end of Grade 1. Assess the standards listed under V. 8.at year-end.	i. Thorough monitoring of students' oral and written language will give a good indication of what they can do and of their progress towards attainment of the standards. Some of the standards can be assessed in different ways, including project work undertaken in collaborative groups and individual projects. The students' portfolio should also be factored into the assessment.	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 2.
9. Conventions of written (and oral) English	A. Entry Level Standards: IV. 9. i. A. (Grammar) IV . 9A. i. - ii; V. 9A.i. – ii. B. (Sentence structure) IV. 9B. i.; V. 9B. i. C. (Punctuation) V. 9C. i. 1. These are the minimum standards to be assessed on entry to Grade I.	i. The standards listed can be assessed in students' use of spoken English. Use a show-and-tell activity to determine whether students can use some of the basic features of Standard English. Assess the following: (a) correct use of singular possessive pronouns in their speech (b) use of clear sentences in English (c) correct use of singular and plural nouns in their speech.	i. Topics for show-and-tell activities.	• The use of Standard English for school purposes is an important standard which students will work to attain in Grade I 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, the materials 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 Standards: II. 9. i.; IV. 9. i.; IV.9A. i.; V. 9A. i. – ii; IV. 9B. I; V. 9B. i.; V. 9C. i. – ii; V. 9D. i. – iii.	i. Students' learning in the skill areas listed should be monitored throughout the year. Their developing abilities can be monitored through their planned oral presentations as well as the writing that they do. However, mastery of these conventions in the context of writing will require specific guidance as students develop proficiency in the use of these concepts.	• 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 simply need to have their awareness heightened about what is correct usage. Feedback can be given on their efforts on a regular basis. • Most students will use inventive spelling in their attempts to write. Through instruction they will be encouraged to learn to spell the CVC words they know and encounter in their reading. Progress towards spelling CCVC and CVCC words will be made throughout the year. Refer to the *Teachers' Guide* for suggestions on spelling instruction.
	C. Assessment of achievement of the standards. Standards: II.9.i.; IV. 9. i.;IV. 9B. i.; V. 9B. i.; V. 9C. i. – ii; V. 9D. i. – iii. 1. Students should have attained these standards by the end of Grade I.	i. Assess students' mastery of the skills indicated in the context of their planned oral presentations and in their writing rather than in discrete quizzes for spelling or grammar.	• Spelling and grammar games. • Structured writing task sheets.	• The results from writing assessment and portfolio work as well as notes from monitoring should be sent forward to the teacher of Grade II.

Curriculum for Grade II

(Age 7 – 8)

To the teacher of Grade Two

Students who achieved the standards and attainment targets at Grade I will be entering second grade with basic skills and proficiency in several strands of the domains in the language arts. They will have developed some ability to make planned oral presentations using Standard English, and they will be writing sentences in English and reading them over to correct obvious mistakes. Students will be aware of the need to use English for schoolwork and they should have more positive attitudes about using and mastering English. The rich reading programme in Grade I will have given them opportunities to learn new words and they will have learned to spell some of the three and four letter high frequency words in their reading selections. Many of the students will also be using these words as they try to write their stories and short expository paragraphs. All of the students will have participated in activities and completed tasks that were designed to help them learn the alphabetic code and to recognise and sound out the letter-sound correspondences. They will have had opportunities to apply this knowledge to decoding words and learning to read. The learning experiences in the second grade are designed to help students consolidate much of this knowledge, and to extend their abilities in all the domains to accomplish more complex tasks. Some students, including some Creole and CIV speakers, may not have mastered all of the letter-sound correspondences that they need to know to be able to decode and read fluently at grade level. The priority when they enter second grade must be to ensure that the gaps in their knowledge are addressed, so that they can apply these skills in their reading across the curriculum and thus extend their knowledge and understanding of a wider range of concepts.

In addition to helping students to extend their knowledge and abilities in all the domains of the language arts, instruction in the second grade will focus on helping students to learn and apply strategies that will enable them to achieve some independence in learning and to be responsible learners. In the early weeks of the first term, some attention will be given to help students to achieve automaticity in word recognition and decoding. Without this ability, it will become more difficult for them to understand the materials that they are required to read in Grade II. In order to give full attention to the meaning of the text, students must have achieved automaticity in decoding. Emphasis will be placed on teaching them useful strategies and to apply them in their efforts to read every day. Instruction will also focus on helping students to write longer pieces and to apply process strategies to writing.

Integration of activities across the domains in the language arts will continue to be promoted, so that students will develop their vocabulary through reading and understanding new and unknown words that they encounter, and achieve ownership of them through using them in their oral and written work. The activities to teach and learn spelling will also help them enhance their knowledge of words and word families, as well as the structure of words. Students will begin to work with prefixes, suffixes and root words in order to learn the structure of words and to determine useful patterns for spelling.

The curriculum will continue to place an emphasis on reading and the development of students' abilities to read fluently and understand what they have read. The reading selections will enhance their knowledge about the different text types and they will read more expository selections and interpret the use of supportive material in exposition such as the diagrams and charts they will encounter in some subjects across the curriculum. They will also be required to learn more about the structure of paragraphs. The activities in both reading and writing will help them to better understand the characteristics of good paragraphs.

This does not mean that learning suddenly becomes a chore in second grade. On the contrary, it is an exciting and interesting year for students. It is a year in which they can celebrate several successes as they master requisite skills and apply strategies to solve problems they encounter in reading and writing. For those students who struggled with decoding in Grade I, there is the distinct expectation that the instruction they receive early in Grade II will enable them to fill the gaps in their knowledge and achieve fluency through the daily reading practice in which they engage with a range of graded texts that are manageable. Some of the activities will involve project work and will promote collaborative group learning, which is another way in which students will learn to build confidence and extend their knowledge and understanding of concepts. Some effort must be made to manage classroom procedures in such a way that flexibility of grouping will be possible and will work to the advantage of all the students. Interest and motivation in learning will be promoted through the careful selection of the instructional materials, the approaches that are used and the teaching and learning activities that are designed. The active participation of teacher in the learning process will itself be a motivating factor for the students and will encourage their active learning in the language arts and other subjects.

Standards and attainment targets – Grade 2

	Receptive Competence			Productive Competence		
Domains ➡ Strands ⬇	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Phonemic / Phonological Awareness	i. Distinguish between long and short vowels in one-syllable words presented in an oral prompt.	i. Blend a given set of phonemes into one-syllable words; e.g. /s/l/i/p/ - *slip*; s/t/r/i/p/ - *strip*.				
2. Decoding / Word recognition		i. Use different strategies for decoding: • syllabication patterns • blending phonemes and sounding out • spelling patterns • known letter clusters and combinations ii. Decode multi-syllable words. iii. Read compound words. iv. Read inflectional endings (-*s*; - *ed*; -*ing*). v. Read words with vowel clusters (ou, oi, ow, au). vi. Recognise common abbreviations in		i. Articulate word endings (e.g. plurals of nouns; regular past tense) in reading aloud.		

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		reading (days of the week: Mon. Tues., Wed.; months of the year: Jan., Feb.).				
3. Vocabulary and concept development	i. Identify and understand the meaning of common contractions in speech (e.g. *can't, won't, it's, isn't, don't, didn't, doesn't, wasn't*).	i. Recognise compound words. ii. Use knowledge of one part of a compound word to determine the meaning of the whole word. iii. Identify common prefixes and explain the meanings of the words in which they occur (*un*-; *over*-; *dis*-). iv. Identify common suffixes and explain the meanings of the words in which they occur (*-ing*; *-ed*; *- ly*) v. Use context and surrounding text to determine the meaning of an unknown word. vi. Identify synonyms and antonyms encountered in reading. vii. Use appropriately		i. Use high frequency words in discussions and planned oral presentations.	i. Use common compound words encountered in reading. ii. Use words with common prefixes and suffixes appropriately in writing.	

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		words that comprise the sight list from reading across the curriculum and from narratives.				
4. Comprehension	i. Listen to three and four step instructions / directions and follow them. ii. Listen to selections written by classmates and ask questions to seek clarification and explanation of the ideas presented. iii. Listen to give the gist of an oral presentation.	i. Read and understand grade level material. ii. Use various comprehension strategies to understand what is read: • make predictions about events and outcomes • generate questions about the text • answer questions about the text • use related clues to draw appropriate conclusions • relate prior knowledge and background experience to the reading selection • re-read sentences, paragraph(s) to clarify meaning.		i. Speak clearly and at an appropriate rate for the situation and context. ii. Use clear sentences in English in making planned oral presentations. iii. Stay on topic in making and oral presentation.		

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
5A. Features of expository text	i. Listen to determine the purpose of a short expository selection.	i. Use the title, first sentence /paragraph to predict the content of an expository selection. ii. Use charts and diagrams to clarify the meaning of an expository selection. iii. Use the table of contents to find information in an expository text.		i. Make a short, planned presentation on a topic. Select and maintain a central focus. ii. Support main idea with relevant and appropriate information in making a planned presentation on a selected topic. iii. Give a factual account, presenting information in a logical order. iv. Give simple three and four step directions / instructions.	i. Formulate a simple title for a short expository paragraph. ii. Organise a short expository paragraph around a central idea or topic. iii. State a purpose for writing. iv. Include supporting information to clarify the main idea of an expository paragraph.	
5B. Features of narrative text		i. Indicate the contribution of illustrations to a narrative selection.		i. Discuss narrative elements: setting, plot, characters in stories read. ii. Give an account of a personal experience.	i. Write a short narrative about a personal 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.	

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
6. Responding to literature	i. Listen and respond to a variety of literary material. ii. Listen to recorded stories to determine the emotional tone of characters.	i. Read a wide and varied range of literary material, including poems, stories, biographies, scenes/ plays appropriate to the grade / age level.	i. Discuss narrative elements in a story that has been viewed. ii. Compare the video version with the print version of a familiar story.	i. Discuss elements of poetry such as rhyme and rhythm. ii. Recite a familiar poem. iii. Retell a favourite / familiar story. iv. Use the basic elements of story grammar as a framework in retelling stories.	i. Create a different ending for a story that has been read and discuss the effects of the alternative ending. ii. Write a story, using elements of story grammar.	i. Create some illustrations for stories that have been written.
7. Writing		i. Read stories written by classmates and give a response to them.		i. Discuss ideas for writing. ii. Discuss feedback given on writing. iii. Respond to writing written by classmates.	i. Write complete and clear sentences. ii. Use process strategies in writing: prewriting, drafting, revising and editing iii. Use an appropriate graphic organiser to order ideas for writing (see *Teachers' Guide*). iv. Write a friendly letter, using appropriate format. v. Write legibly. vi. Re-read, revise and edit written work.	
8. Conventions of oral and written language	i. Listen to a few sentences to determine whether they are written in	i. Distinguish between Standard English and the use of Creole or CIV in the		i. Use Standard English in oral presentations. ii. Observe the	i. Write English sentences that are well formed.	

	Receptive Competence			Productive Competence		
Domains → Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	Standard English or in a Creole or CIV.	(dialogue of) stories that are read.		conventions for oral English in making a planned oral presentation. iii. Use conversational conventions in speaking (e.g. *take turns*). iv. Represent a Creole or CIV sentence in Standard English.		
A. Grammar	i. Distinguish and identify mistakes made with nouns and verbs in an oral presentation.	i. Read over writing to check for common mistakes with nouns and verbs.		i. Use nouns, verbs and other parts of speech correctly in an oral presentation.	i. Write sentences in which the parts of speech are used correctly.	
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 an English and Creole or CIV sentence in stories read an in writing done.		i. Use complete and well-formed utterances (spoken sentences) in an oral presentation. ii. Use correct word order in utterances in a planned oral presentation.	i. Write complete and well-formed sentences that are clear and understandable. ii. Revise writing to correct mistakes in word order and sentence formation.	
C. Punctuation				i. Use appropriate pauses to make meaning clear in an oral presentation.	i. Use a full stop at the end of a sentence. ii. Use commas:	

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	Receptive Competence			Productive Competence		
Domains ⟶ Strands ↓	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
					• to separate items in a series • in the greeting and closure of a friendly letter • to separate numerals in dates (e.g. June 5, 2005). iii. Use quotation marks in dialogue in stories.	
D. Spelling					i. Spell high frequency words used in writing. ii. Spell high frequency function words (e.g. *the, then, an, when, where, this, that, say, said, who, what, why, was, were*).	

Instructional Standards – Grade 2

Domains ⟶ Strands ↓	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Phonemic / Phonological Awareness	Students should have phonological awareness by the time they enter Grade II. They should know the letters of the alphabet and they should also know the letter sound correspondences. In particular, they should know the sounds for all consonants, including consonant blends and long and short vowels. In other words, they should know the alphabetic code and be fluent in recognising and sounding out the letter sounds and combinations of letters and their sounds. This is an essential skill for reading, and their success in doing school-work in Grade II will depend largely on their ability to read and understand materials at grade level. Unfortunately, it does happen that some students are promoted without having attained the standards or mastered the requisite skills from the previous grade. In such instances, it is important to plan instruction in the first month to help them "catch up" and close the gaps in the areas in which they are deficient. Subsequent instruction must monitor progress regularly and help students develop strengths in these areas and extend their knowledge and ability. For those students who are not phonologically aware and who still have difficulty with letter-sound correspondences, it will be necessary to determine the specific areas of need and provide instruction in a small group or individually as needed. Some Creole and CIV speakers may be among those students who will require such attention. Schedule guided and shared reading time for these students to help them over their specific difficulties and to monitor their decoding and fluency. Design instructional activities and tasks that will help all the students to learn more advanced phonics such as diphthongs, and provide opportunities for practice and reinforcement of the new units learned and other phonological concepts that need to be reinforced. Instruction should focus on presenting advanced phonics directly and explicitly. Model new complex letter combinations that occur in words in text at grade level and help students systematically blend and sound out these more complex letter-sound combinations, then have them read them in words, in phrases and sentences and then in the books that they use to practice reading to gain fluency. Use graded books at level for this purpose, with words that include the letter-sound combinations that the students are trying to master.					
	• Spend about fifteen minutes every day on focussed activities to help students (individually and / or in small groups) to work through the areas of difficulty and to practice reading words with the phoneme combinations that are problematic for them. • Sequence instructional activities to introduce more complex phonics units and provide opportunities for students to practice these in their reading. • Use carefully selected graded texts with words that use the letter combinations that students are trying to master to foster the further development of phonological awareness. • Provide many opportunities for students to read and practice reading short manageable chunks so that they can achieve automaticity of decoding and develop fluency. • Move students on to slightly longer and more challenging selections as they become fluent with the short extracts. • Monitor students' progress to ensure that they have acquired all the standards for the previous grade and that they are coping with the demands at Grade II. • Fully integrate the activities for building phonological awareness with reading so that students will be motivated to read the new materials and have small successes as they work gradually towards automatic recognition and fluent decoding.					

Domains ——▶ Strands ▼	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
2. Decoding and Word recognition		A primary objective of instruction in Grade II is to help students achieve the benchmark of reading materials at grade level fluently. This simply means that they must be able to read aloud accurately and naturally as in speaking. However, getting to this point involves the systematic teaching of more complex phonics and word analysis skills and daily application of these skills in reading new and unfamiliar words, then longer chunks of connected text (sentences) and trade books at grade level. The latter are useful for reading practice and are well suited for students to apply the skills they have learned with some success. Instructional activities for decoding should be integrated with those for the development of phonological awareness, and they should focus on developing students' abilities to recognise sight words at level, including high frequency multi-syllable words. In Grade II, instruction will also focus on extending students' knowledge about word families and helping them to read word endings and understand the function of suffixes (e.g. – *ing*) and prefixes (e.g. *un-; dis-*) in words. Automatic word recognition and fluent decoding will be made possible if students have mastered the basic skills first. Acquisition of these will make the learning of more advanced phonics and word analysis skills easier for the student. We must therefore ensure that the students have phonological awareness and the requisite skills in this area before we teach more complex skills like processing longer phonic and orthographic units. We can help students achieve this by reinforcing the basic skills through practice, introducing new, complex units, and modelling how these are decoded and read, so that students understand how to use the strategies they know to decode and read these new units independently. We also provide regular opportunities for students to engage in patterned practice of these orthographic units by focussing on onset and rime in patterns such as: *m – an; f – an; t – an* (see glossary), we select connected text and books in which words with these patterns are used, and we require students to read the text until they can do so fluently. We monitor progress in individual and small group sessions and support students as they work to achieve the standards in this strand and to attain the benchmark of fluent reading. If we keep the following in mind as we plan instruction, we will be providing the tasks and activities that will help students attain this benchmark.				
		• Ensure that students have the prerequisite phonological knowledge that they need for the more advanced work on phonics to be covered in Grade II. If necessary, teach the basic skills and strategies that they need before introducing more advanced concepts. • Reinforce the strategies that students need to apply to new and unfamiliar words (such as sounding out and blending phoneme combinations). • Continue to model sounding out strategies and reading syllables and whole words as you introduce more complex phonological and orthographic clusters that they will encounter in the words they read. • Integrate instruction in word recognition and decoding with phonological awareness activities (and spelling and vocabulary and concept development) as far as possible, to enable students to see the relationships and to use the strategies available to them across these strands. • Provide many opportunities for students to apply the skills they have learned to actual reading of manageable texts. Select texts that will facilitate practice of the elements that students are learning. • Set particular times during which students practice reading texts with words they can decode. Have them re-read the short extracts until they have gained some fluency, then introduce and have them practice longer extracts. Through practice in which they apply the decoding skills and strategies they have learned, they will develop fluency. • As students read extracts with single syllable words fluently, introduce slightly more challenging texts that include multi-syllable words. Teach students strategies of syllabication (breaking word up into syllables) to decode the word.				

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		• As a guiding principle, do not introduce a reading selection which has more than eight new sight words at any one time. In the warm up activity to reading, either list the new words or have the students look through and identify those that are new and unfamiliar to them, and then focus on (i) the phonological clusters and how they are blended, (ii) on the orthographic clusters, (iii) on the syllables that make up the word and (iv) on affixes (prefixes or suffixes) that may be in the word. Model reading the words and give the students an opportunity to read them in isolation before they read them in connected text. Such an activity should take no more than eight to ten minutes of a reading practice lesson. • Provide opportunities for students to practice reading the new and unfamiliar words in a selected text and monitor reading aloud by individual students to check their automatic decoding of words, especially the new ones encountered in the materials. • Use materials and books from subjects across the curriculum that contain sight words that the students will need to decode and read. • In their reading for pleasure and enjoyment, select also those stories / books that use the high utility and new and unfamiliar words that they are encountering in their general reading at grade level.				
3. Vocabulary and Concept Development		Vocabulary must continue to be explicitly taught in Grade II. This does not mean that students are to be presented with a list of words that they are to learn by heart. What it does mean is that students will learn to read and understand the meanings of new words and concepts that they encounter in their reading at Grade II, and through focussed activities and tasks that promote the use of these words in speaking and writing, they incorporate these words into their repertoires and achieve ownership of them. The instruction that students receive and the activities and tasks they engage in at this level help them to (i) learn new words and strategies for figuring out word meanings, (ii) extend and build upon their vocabulary and (iii) use the new words they have learned productively in speaking and writing. This strand provides an excellent opportunity for integration across the curriculum because instruction will enable students to use the strategies they learn to understand new and unfamiliar words that occur in reading materials in other subjects. In addition, new and unfamiliar words and extracts from other subjects are introduced in the vocabulary lesson. Integration across the domains of the language arts is also a fundamental principle upon which instruction in this strand is based. Students will encounter and learn new vocabulary through listening to and reading a wide range of materials, including stories, poems and expository or informational text. They also learn new words through viewing the selected videos to which they are exposed as support materials in the various subjects. Vocabulary instruction in this grade will address specifically the learning of affixes (prefixes and suffixes), their meanings and relationship to root words, learning and understanding the meanings of compound words and also synonyms and antonyms. The students will encounter new vocabulary (compound words, words with prefixes and suffixes, synonyms, antonyms and multi-syllable words) in their daily reading of materials across the curriculum, so vocabulary instruction should focus on facilitating students' learning, understanding and use of these new words through identification of them in the reading materials and word study activities that enable them to understand the meanings of the words. Additional related activities with prefixes, suffixes and word families will enable students to extend their vocabulary. Students must learn how prefixes and suffixes contribute to the meanings of the root words in which they occur and that compound words are made up of separate root words. They will also learn to identify and use words with similar meanings (synonyms) and words with opposite meanings (antonyms). The benchmark for instruction in this strand is to enable students to develop the ability to use the new and unfamiliar words they will encounter in their oral and written work at grade level. The skills students learn in this grade will help them read more advanced materials independently.				

Domains ———▶ Strands ▼	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Continue to introduce a wide range of materials (stories, poems, informational extracts) for reading and listening activities and use the new vocabulary that is presented in these materials to help students understand these new words and incorporate them into their own usage. • Continue to use activities that will help students build on their understanding of word families. Use selected graphic organisers that will make relationships between words in groups clear and the task of organising and sorting words into categories manageable. • Some prefixes and suffixes are more common than others and some will recur fairly often in the reading materials at Grade II. Introduce students to those that are more frequently occurring at grade level and help them to understand their meanings and their contribution to the meanings of the words of which they are a part. • If a reading selection has new prefixes and suffixes, identify and isolate them, and through discussion and the use of examples, help students to recognise that they have specific meanings. Link them to the words in which they occur in the reading selection and discuss the meaning of the entire word when the prefix or suffix is added. As an additional activity, use examples of words in which the prefix or suffix occurs and incorporate the words in a sentence and have the students determine the meaning of the word in the context. • Use root words that are more familiar to the students so that they can see the difference in meaning when the prefix is added (e.g. *play* ———▶ *re*play; do ———▶ *un*do). As new prefixes are identified in reading throughout the year, treat them in the same way so that students can identify them and know and understand them. As new ones are encountered, compare their meanings with others that may look and sound similar but are different (e.g. *in*-, *un*-; *pre*-, *pro*-). • Design activities and tasks that require students to read a word in a sentence and to determine the meaning of the word in that particular sentence. • Help them to achieve ownership of the words they have learned by using them in their speech, oral presentations and in their writing, and by extending the class word bank and having them develop their own individual word banks. • Integrate instruction so that students apply their word attack / analysis skills to new vocabulary in the subjects across the curriculum.				
4. Comprehension	In Grade II students continue to read widely every day for a number of purposes: (i) to get information, (ii) to further develop their abilities as readers, (iii) for pleasure and enjoyment, (iv) to extend their knowledge and understanding of more complex and challenging reading materials, (v) to learn new concepts in other subject areas. One of the most important purposes is that students use reading as a tool for learning. They read more purposefully and extensively to get information that they need to complete schoolwork. In the language arts they also learn new strategies to understand what they read. Instruction must focus on helping them develop strategies that they can use before actually starting to read the text (pre-reading), while they are reading (during reading) and after they have finished reading the selection (post reading). Pre-reading activities will involve orienting students to the selection to be read. This can be done in a variety of ways that will require them to relate their prior knowledge and background experience to the selection to be read to anticipate content or make predictions about it. A specific activity may involve an examination of the title of the text or the cover illustration to anticipate its content, or to use the chapter headings in the table of contents to determine what will be included in the book. The reading selections in Grade II will include more expository material, as students will be required to read a lot more in the language arts and in other subjects across the curriculum.				

Domains ——————▶	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						

A benchmark of reading instruction is to help them learn and use strategies to understand what they read and to overcome misunderstandings as they read. These strategies include thinking aloud and working through bits of information or a series of events to arrive at a logical conclusion; asking questions about specific parts of the text and making predictions about outcomes, re-reading sections for clarification, making links between facts and other discrete bits of information to make an appropriate inference, reading on to confirm or disconfirm a prediction or a "hunch" about what was read, using visuals like charts and graphs to clarify information given in the text. Graphics such as a KWL chart (see Teachers' Guide) can also help students to focus their thoughts. For example, a before reading activity can include students completing the sections of the chart: *What I know* and *What I want to know* and a post reading activity can involve completion of the third section of the chart – *What I have learned*. These activities are best undertaken in the context of discussion that helps students engage with the selection to be read. An important managerial aspect is that the classroom should be arranged to allow for flexible groups to work in shared activities and for individual conferencing and large group reading aloud activities to take place with minimum disruption.

- Select reading materials that include familiar vocabulary that will reinforce students' word recognition skills and enable them to construct the meaning of what they read.
- Include a good selection of expository / informational materials about general topics and from subjects across the curriculum.
- Use pre-reading activities that will help to orient students to the material to be read. For example, use the title of the book and the cover illustration to have them predict content.
- Have them use the chapter headings in the Table of Contents to locate information in the text.
- Before reading, initiate discussion that will require them to relate their prior knowledge and background experience to the selection to be read.
- Use different strategies to help them understand what they read, for example: use queries (and responsive elaborations) to help them overcome misunderstandings as they read: use question and answer relationships (QARs) to help them locate answers to questions in the text, model think aloud strategies for predicting outcomes or linking clues to make an inference or draw a logical conclusion about an aspect of the text (see Teachers' Guide for additional notes and suggestions).
- Set aside time for reading conferences with individuals to check their fluency and understanding. These will be necessary particularly with students who are struggling and also with Creole and CIV speakers.
- During individual conferences help students set goals for their reading and monitor their progress towards achieving these goals.
- Have students generate questions about the materials they read.
- Have students read for specific purposes such as finding particular information about a topic or subject.
- Help them to extend their understanding of expository material by focussing on *who, what, when, where, why*, *how*.

Domains → Strands ↓	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
5. A. Features of expository text	When students enter Grade2 they will have a good idea about how books work, about the different text types and features of the types that they have encountered in Grade 1. Their engagement with a wide variety of text types will continue and they will further extend their knowledge about features of particular types of text. In Grade 2 students should be exposed to more expository material appropriate to grade level and activities should be designed to enable them to read these materials fluently and to understand them. Students will begin to focus on and use charts and graphics in expository material to interpret and clarify the meaning of what is to be read. As part of the reading and discussion of expository selections, focus on the purpose of the selection and have students identify the main idea and supporting information. In speaking activities they prepare planned presentations on informational topics and use the conventions of expository text as they do so. Writing and speaking activities can be integrated as students first write out their expository paragraphs, paying attention to the topic, the focus of the paragraph and organise the details around the main idea. They later use this as a basis for the oral presentation that they will give. Materials that explain how to perform a task or that give directions or instructions will provide the context for students to understand the organisation of these expository materials and the logical sequencing of points in paragraphs. They can then apply these principles to the writing of their own expository paragraphs. Reading materials from subjects across the curriculum, e.g. Science and Social Studies will provide good examples of expository material. Instruction in Grade 2 must help students to learn to read and interpret expository text and how to organise and write it also.					
	- Ensure that the reading programme is balanced and that students get a lot of exposure to expository materials. - Select materials that are interesting and appropriate to grade level. - Teach students how to use the charts and graphs in expository texts to interpret and clarify the material that is read. - Integrate across relevant domains (reading, writing, speaking) to help students understand how to apply the features of the text type they have read and understood in their own writing.					
B. Features of narrative text	In Grade 2 students will be reading stories appropriate to the level independently, and they will have already developed some familiarity with the structure of narrative text and will be applying elements of story grammar in their understanding of the narratives that they read. Instruction helps them to extend their understanding of narrative, of characters and their motives and of how events are arranged in a plot to create an interesting story. Instruction also helps students to focus on the presentation of the elements of the story, such as the use of descriptive words to present the setting and characters. Retelling of favourite and familiar stories should also happen as a part of the reading programme and the building of familiarity with narrative text.					
	- Make available a wide and interesting selection of stories suitable to grade / age level. - Have some read aloud sessions in which students can listen to a story and discuss it. Have students read aloud also. - Have students experiment with the ending of a story, to create an alternative ending and discuss the impact of the new ending on the story. - Engage them in activities of mapping out the story grammar of a new book that they have read and comparing the elements with another familiar story. - Use whole class and individual sessions to discuss (i) the contributions of illustrations to the story, (ii) the use of description to create the setting, (iii) the characters in the story.					

Domains ——————▶ Strands▼	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
6. Responding to literature	Understanding the features of narrative text is integral to the work students will do in this strand in Grade 2. Yet their response to literature extends beyond the understanding of narrative texts to include the reading and understanding of poetry, and dramatic scenes from plays appropriate to grade level. In Grade 2 students build on what they already know about the structure of stories and they extend their knowledge of story grammar by using it as a framework for retelling stories they have read, for discussing stories and writing brief paragraphs about familiar stories. In this way their understanding of narrative deepens as they examine more closely and discuss the elements of a narrative text. They compare and contrast one familiar story with another, compare two characters and their responses to similar situations and they learn to use an appropriate graphic organiser like a Venn diagram (see *Teachers' Guide*) to organise their points of comparison and write a short expository paragraph on what they have discovered. In other words, they begin to write about the narratives that they read in a more systematic and focussed way. They continue some of the activities with which they engaged in Grade 1, like generating an alternative ending for a story and talking about the impact that the new ending would have on the characters. Students also enjoy other forms of literature. They continue to listen to and to read poems and discuss them, they read limericks and discuss the humour and they also respond to literature in the familiar ways of drawing, role-playing and speaking about the materials they have read, but they use writing a lot more for this purpose. This strand is one in which all the domains of the language arts can be integrated. Daily work should involve listening to and reading selections of literature appropriate to grade level, including excerpts from plays, poems, stories, biographies and autobiographies. Students also have opportunities to speak about the literary selections they have read in whole class and small groups, in pairs and in individual sessions with teacher. They write about the stories they have read and compared and they apply process strategies to their writing. Integrating activities in this strand across the domains can make for a rich and interesting programme that will motivate students to read, to listen to teacher reading and to recorded selections, to talk and write about what they have read and to represent their responses to literature in various ways. More important, students will begin to analyse and write about literature in a natural way and to consider and revise their work. This is an important benchmark for students in Grade 2.					
	• Include in the materials to be read in Grade 2, a wide selection of literature that will appeal to boys and girls. Include stories, poems, a few good comic books and plays (or scenes from plays) appropriate to the level. Maintain a good class library. • Reading literature must be part of the daily activities. In addition to the reading of expository material and the work students do in relation to this, they also read stories and other literature selections and they listen to teacher read and to recorded versions of stories and poems that they have read. • Provide many opportunities for students to discuss what they have read in whole class and small groups, in pairs and individually with teacher. In reading conferences they also discuss with teacher the literature that they read independently, and get guidance on other choices they might make. • Discuss story grammar elements in a more focussed way with students and help them to use the framework to guide their reading and understanding of new and unfamiliar stories as well as their discussion and writing about what they have read. Make available blank sheets with the story grammar elements for focussed study and analysis for students to use as they identify particular elements of the stories they read					

Domains → Strands ↓	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Provide opportunities for students to compare and contrast two familiar stories and show the class how a Venn diagram can be used to organise the comparison and contrast points, and as a basis for writing a short expository paragraph on the same topic. • Monitor the reading selection in the class library and introduce additional material when students have read all the books. Provide access to the library for students to choose their reading material. • Schedule time for independent silent reading every day and take the opportunity to read also and to model good reading behaviour. • Allow students to find a place of comfort in the classroom where they can relax and enjoy the book they have chosen for silent, independent reading.					
7. Writing	In Grade 2 writing is an important activity that should be done every day. The more students write and have opportunities to focus on and monitor what they have written, the better their writing will be. The writing activities in Grade 2 include the expository paragraph, somewhat longer narratives and the friendly letter. By the end of Grade 1 students would have been writing a few sentences to form a short paragraph either to describe a favourite person, object or place and a short story based on a personal experience. In Grade 2 students further develop their writing abilities by doing more focussed work on story writing and they learn to write a friendly letter. All the activities in this strand can be fully integrated with the domains of reading, speaking and also listening. For instance, after students have listened to or read a story, they can write a short paragraph in which they express their response to the story and present that paragraph as a planned speaking exercise. Students' understanding of story grammar will be further developed through their reading of a wide variety of stories and their application of the framework of the story grammar in their discussion and analysis of these stories. They apply these elements to their own story writing and write longer and more complete stories with a series of events than they were able to do in Grade 1. Students also learn to write a friendly letter, using the appropriate format. They should also be allowed some choice with regard to the addressee of the letter and the subject matter. Teach them the format of the friendly letter and integrate with punctuation so that they use appropriate marks in the salutation and closure of the letter. Students also write short expository paragraphs that are organised around a central idea and include supporting information. They will further develop their understanding of the expository paragraph as they read and discuss expository extracts in the language arts and from subjects across the curriculum, and they apply these principles in their brief paragraphs about the stories they have read or about a topic related to another subject. Time should be scheduled for focussed writing activities in which students learn the strategies of process approaches. Pre-writing tasks should engage students in (i) generating ideas for the topic that they have chosen to write about and (ii) grouping those ideas for presentation. Different strategies can be used in both of these areas (see *Teachers' Guide*) and students should be encouraged to use appropriate ones when they write independently. Allow students time to work with different drafts and to improve what they have written. Also allow time for sharing with peers, for reading out loud what they have written and for responding orally to the comments made and questions asked about their work. In scheduled individual conferences with teacher, students also have the opportunity to get specific feedback and further guidance for their writing. They have the opportunity to check their sentences for accuracy and to revise, edit and improve their work based on the feedback they get from the teacher and their peers. The teaching of the conventions of writing and oral communication can be fully integrated with this strand through a focus on students' writing to identify those grammar, spelling and punctuation mistakes they make. Their awareness of these is raised in conferences so that they can work on them in revision, and focussed mini lessons in these areas					

Domains ——————▶ Strands ▼	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	can be taught to flexible groups of students who need this instruction. The teaching of these grammar points should be carefully sequenced and dealt with separately in different lessons.					
	• Schedule writing tasks that raise students' awareness of writing for a particular purpose and shaping the writing for a particular audience. • Schedule time for focussed writing and to teach students to use process strategies for pre-writing, drafting and revising their work. • Schedule individual conferences with students to give them feedback on what they have written and to guide them with the task of revising their writing. Use these opportunities to monitor students' control over the use of English in writing, paying attention to the completeness and clarity of sentences and helping them to repair the more serious errors first. Make a note of the most commonly occurring errors and schedule a mini lesson on a specific grammar point to those students who need instruction on that point. Focus on just one point in a given lesson and give students the opportunity to use what they have learned in revising their writing. • Encourage students to use the new words they have learned in reading and vocabulary instruction in their writing. • Create short checklists of questions for students' use during revision to help them to check their own work. A particular list can include a check for the grammar and / or punctuation point that was taught. • Integrate the skills they have learned in other strands (e.g. those for conventions of oral and written English – see Section 8 A/B) with their writing so that they apply their knowledge of correct usage when they revise their written work.					
8. Conventions of oral and written English	• In Grade 2 students become more aware of the conventions for English usage. They are also more aware that English usage differs in some respects from the Creole or CIV that may be spoken in their communities and they apply this knowledge to the revision of their written work in English. Students apply their knowledge of the conventions to their written work and in their oral presentations. In Grade II students should use the new nouns and verbs they encounter in reading and have worked on in vocabulary class in their writing, and they should repair errors that they have made with nouns and verbs when they revise their work. The ability to self-correct on the points of grammar and punctuation to be introduced in Grade II is one of the benchmarks for this strand.					
A. Grammar	• Schedule individual conferences to give students feedback on what they have written and to focus on the content of their writing. Use these sessions to monitor students' ability to write clear and complete sentences in English. • Teach grammar and punctuation based on the perceived needs of students. Check students' work to determine the common mistakes that they make and address these in conferences with individual students as well as in a planned grammar lesson later on. Let the students apply what they have learned in the lesson to the revision of their work. • Use grammar games that focus on correct usage and structure. Students can play in pairs or small groups. The game allows students to focus on grammar points that are abstract in a light and pleasant context.					
B. Sentence structure	• The focus of instruction is to enable students to write complete and grammatical sentences in English. • Use examples from students' writing to address points such as word order and to teach students to repair sentences that have not been well formed.					

Domains ———▶ Strands ▼	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Integrate with writing activities in which students are required to revise their work. Provide examples of well-formed sentences of the type that students are using and checklists that they can use on their own to repair their sentences. • Continue to provide good examples of Standard English for students to read and to listen to: in recordings of stories, poems, weather reports and selections from books used in subjects across the curriculum. Above all, provide good models of Standard English in your own use of language in the classroom. • Continue to provide scaffolded instruction for students who need it.					
C. Punctuation	• In Grade II students must learn to use the full stop at the end of a sentence and to capitalise the first letter of the first word in a sentence. They also need to use commas in the greeting and closure of the friendly letter and to separate items in a series (see Standard V.8C.ii). • As with the other strands under *Conventions of English*, punctuation can be taught directly within the context of students' writing rather than as an isolated exercise. If a lesson is planned then examples from students' writing can be used to help them to repair their errors. Through integration with writing, students' awareness can be raised about the correct forms to be used and they should be given guidance during conferencing to identify and repair their errors.					
D. Spelling	It is important to integrate spelling instruction with vocabulary building and writing and to use the activities in these strands to help students develop proficiency in spelling and writing. In Grade II students will be showing effort to spell the high frequency words they encounter in reading in their own writing. Instruction should design activities to help them spell these high frequency words as well as the high frequency function words that occur in the materials they read (see Standard V.8D. ii). They will also need to learn to spell the inflectional endings and prefixes that are part of some of the words that occur in their readings. Spelling strategies should also be explicitly taught and application in writing monitored. • Encourage students to use the high frequency words they encounter in their writing. • In writing conferences, have students inspect the words they have misspelled to see if they look right. Use queries to help the student focus on the part that is misspelled and to use phonics knowledge to repair the part. Then students should inspect the whole word to see what the right spelling looks like. • In providing scaffolded instruction, help the students to visualize the word they are trying to write down and to spell it in parts. • Integrate spelling with writing activities as far as possible.					
Guides for integrating – across the domains and other subjects	As noted earlier in this document, integration provides a holistic approach to learning and it helps students to see the relationships between domains in the language arts and what is learned in selected subjects. Within the language arts integration across domains will help students to strengthen their abilities. For example, integration of selected activities for developing phonological awareness, vocabulary building and spelling can help students spell and use words with their appropriate meanings in their writing. Further, vocabulary instruction can be extended across the curriculum to incorporate new and unfamiliar words from other subjects that students need to learn. Expository selections for reading can be taken from other subjects and used in the language arts to help students read critically and build comprehension skills. Indeed, the strategies for comprehension that are taught in the language arts can be applied to other subjects across the curriculum to enable students to better understand these materials and to apply these strategies successfully across content areas.					

Domains ⟶ Strands ↓	III. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
	• Select grade level appropriate materials from subjects across the curriculum for reading and to suggest topics for writing. • Develop project work that will involve use of several strands across the domains and that will involve concepts that are learned in other subjects. • Use reading materials from other subjects across the curriculum in language arts classes and have students apply the reading and comprehension strategies they have learned to these selections. • Integrate activities across the domains of the language arts (see *Teachers' Guide* for suggestions).					

Listening and Speaking

General Outcomes for Listening and Speaking

By the end of Grade II students should have attained the standards for listening and speaking at Grade I level. These are: I.1. i. – iii; I.4. i.; I. 5.i.; I. 9A. i.;IV.1. i. – vii; IV.3. i.; IV.4.i. ; IV. 5. i.- vi.; IV.6. i.; IV. 7. i. – iii; IV. 8. i. – iii; IV.9.i.; IV.9A.i.; IV. 9B.i.   They should also be able to:

1.   distinguish between long and short vowels in one-syllable words

2.   identify and indicate the meanings of common contractions in speech

3.   listen to simple three step instructions / directions and follow them

4.   listen to give the gist of an oral presentation

5.   ask questions to seek clarification and explanation of ideas presented in oral communication

6.   speak clearly and at a good pace to be understood

7.   stay on topic in making an oral presentation

8.   use high frequency words in planned oral presentations

9.   give a factual account, presenting information in a logical order

10.   show effort to use Standard English in planned presentations, to express ideas and in discussions about content in language arts and other subject areas.

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I. Listening and Speaking			

A. Interpersonal Communication
 	
A – 1. Listening and speaking to interact socially
	1. listen attentively to speaker(s) in conversational exchanges
	
	2. listen to detect the emotional tone of a speaker
	
	3. listen to get the gist of a message
	
	4. listen to determine the sequence of a series of events described
	
	5. listen to determine the communicative purpose of a speaker
	
	6. listen to draw an appropriate conclusion from a spoken message
	
	7. identify the use of common contractions in a spoken communication and determine their meanings
	
	8. use language that is appropriate to situation and context for routine exchanges, e.g. greeting, leave-taking, apologizing, requesting
		▪ Students participate in pre-listening activities that include:
		  - relating their prior knowledge to the topic of the selection
		  - discussing points related to the focus of the listening text
		  - filling in charts that require them to verify their answers as they listen.
		
		▪ Students listen to recordings of conversations between speakers in which there are obvious difference in the tone used by the speakers and they discuss these differences.
		
		▪ Students listen to simple three-step instructions / directions and follow them.
		
		▪ Students ask questions for clarification or further explanation after listening to a spoken communication.
		
		▪ Students listen to recorded dialogues in which speakers use different levels of formality (formal to casual) to greet, apologise etc. and they discuss the situations in which the various examples would be likely to occur.
			▪ Scripts and recordings of interesting dialogues on different subjects appropriate to the age level.
			
			▪ Stories with interesting dialogues that illustrate greeting and leave-taking conventions as well as differences in tone.
			
			▪ A listening centre with a tape recorder, CD player and selection of tapes and CDs with stories, dialogues, short how-to extracts to which students can listen to reinforce specific learning points.
			
			▪ Texts from content areas across the curriculum, adapted as stimuli for listening for specific purposes.
			
			▪ Recordings in which speakers use different language varieties (Standard English, Creole, CIV) in selected contexts. Samples make use of appropriate and inappropriate use. (To be used

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	9. use the oral conventions of English in planned oral presentations	▪ Students listen to a short extract to determine the gist of it. They read three or four statements that represent a set of possible choices that express the gist and select the correct one after listening to the stimulus text. ▪ Students pace their speech according to the situation and they speak clearly so they can be understood. ▪ Students listen to a variety of extracts in which people use different language varieties (e.g. Standard English, Creole, CIV) in different situations and contexts and they discuss the appropriateness of the choice to the situation and context in which they were used.	as stimuli in language awareness activities).
A – 2. Communicating to get and give information	10. listen to news items and paraphrase what was said 11. formulate appropriate questions to get the information they need 12. give factual information about events based on first hand knowledge 13. give a factual account, presenting information in a	▪ Students listen to selected short extracts of different text types and reproduce the substance of it in their own words. ▪ Students read and discuss different types of questions with teacher (Wh- and Yes – No types) – see glossary - and they prepare a set of questions to ask an invited speaker to their class. ▪ Students simulate interviews in which they ask appropriate questions of a speaker.	▪ A radio for listening to selected news broadcasts and other selected programmes related to subjects across the curriculum (e.g. environmental matters). Pre-recorded excerpts can also be used. ▪ Audio clips of selected news items and radio interviews. ▪ Resource people from the

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	logical sequence 14. ask for directions 15. give clear directions 16. stay on topic in an oral communication / presentation 17. give relevant and appropriate answers to questions asked 18. use Standard English to express ideas and engage in discussions on subject content in class 19. explain a simple process	▪ Students use the telephone to get information from an agency like the weather bureau. They use prepared questions they have worked on in small groups for this purpose. ▪ Students listen to short explanations about how to perform a task or make something. They complete the actual task following the guidelines presented in the listening text. ▪ Students use treasure maps that include directions and clues for finding treasure. They play in groups or teams. Each team listens carefully to clues to figure out the location of the treasure. The team that finds the treasure first wins. ▪ Students present orally the directions they would give to a visitor to their school to help the person get from one key location to the next. ▪ Students explain how they performed a simple experiment from another subject (e.g. Science)	community to speak to students about their professions or other topics of interest to the age group. ▪ Texts from other content areas across the curriculum, which can be used as listening texts. ▪ Real objects, e.g. cooking implements and ingredients for use in follow up activities to selected listening tasks that provide instructions about how to prepare a dish. ▪ Sample of treasure maps. ▪ Real maps.

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B – 1. Listening for enjoyment and speaking to express a personal response	20. listen to stories and other literary selections and express a personal response to them 21. listen to identify rhyming words in poems and other literary selections 22. listen to humorous selections and identify and discuss the humour 23. recite poems, limericks and other literary selections, paying attention to the rhythm of the language 24. retell familiar / favourite stories 25. describe reactions/ emotional attitude to stories listened to or viewed	▪ Students listen to readings and recordings of stories, poems and other literary selections to determine central idea. ▪ Students listen to a poem that has a distinct rhyming pattern. They then read the printed text of the poem and as they listen a second time, they circle or underline the words that rhyme. ▪ Students participate in choral recitation of poems and other appropriate literary selections. ▪ Students listen to a story and then arrange cut outs depicting events from it in the sequence that these were presented. ▪ Students discuss the characters in a short story they have listened to and say whether they like them or not and give their reasons.	▪ A good selection of interesting poems with lively rhyming patterns and vivid language. ▪ A selection of recorded stories (audio, video, DVD) for use as a stimulus to get students to talk about their reactions / personal responses to the material. ▪ Jokes, riddles other humorous selections.
B - 2. Listen and speak to develop comprehension	26. listen to understand the nature and purpose of tasks set in the classroom and perform them 27. listen to draw appropriate conclusions from spoken messages	▪ Students listen to teacher's explanation / instructions for completing a task and then follow them. ▪ Students read a multiple choice item comprising four options that represent the possible conclusions that may be drawn from a given message. They listen to the	▪ All the resources listed under B – 1. ▪ Flip charts, large sheets of Bristol board for writing out instructions. ▪ A chalk board and chalk or

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	28. listen to a story to predict the outcome 29. listen to determine the speaker's purpose in an oral communication 30. listen to a short extract and paraphrase it 31. listen to determine the main idea in an oral communication or a short extract 32. listen to distinguish a fact from an opinion 33. listen to distinguish between fantasy and reality 34. express an opinion about a story 35. give an opinion in response to a particular point of view expressed by another	message and then select the most logical conclusion from the options given and explain their reasons for selecting that option. They then confirm or disconfirm their responses in general discussion. ▪ Students engage in a similar activity to determine the purpose of a speaker's message or to determine the main idea of a listening text. ▪ Students listen to a short story from which the actual ending is withheld. They then read and discuss three possible alternative endings to the story and discuss the one they think is the ending, based on the events presented. ▪ Students listen to the title of a story and discuss what it will be about. They listen to the story to confirm / disconfirm their predictions. ▪ Students listen to two statements, one expressing a fact and the other expressing an opinion. They discuss the difference between the two with teacher. They then examine a sheet with a list of statements in random order. They listen to a short text from which the statements are taken and	white board and markers. ▪ Invited resource people to the class to address the students on different topics of interest. ▪ A variety of reading selections that can be used as listening texts. ▪ Recorded stories and other materials that can be used as stimuli for listening activities. ▪ A selection of materials from other content areas across the curriculum. ▪ Articles from children's magazines, selected newspaper articles and other reading materials that include examples of opinions and factual information.

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		write an F next to the statements on the list that are facts and an O next to the statements that are opinions.	
C. Vocabulary and Concept development	36. use high frequency words learned in the language arts and subjects across the curriculum in spoken messages and planned oral presentations

37. listen to identify common contractions in an oral communication

38. listen to a short extract to identify the high frequency utility words in it (e.g. *and, so, but, then, said, this, that, when, then*)

39. listen to a short text to identify all the compound words in it

40. use contextual clues to help determine word meanings in a short spoken message

41. use words with their appropriate stress patterns in spoken messages and planned oral presentations | ▪ Students work in groups to develop word lists / word families from the high frequency words in the texts they listen to.

▪ Students use graphic organisers (e.g. webs, cluster charts) to show the associations / relationships between high frequency words in the texts they have listened to.

▪ Students listen to a dialogue to identify all the common contractions used by the speakers. As a follow-up activity they listen again to determine the gist of the spoken messages.

▪ Students first talk about the difference between content words (nouns, verbs, adjectives etc.) and function words (e.g. *but, and, the, this, then, after, so, if, when* etc). They listen to a short extract to identify all the function words they hear. They circle these words on a printed list (made up of both content and function words) as they listen. After listening students check with teacher to determine whether they identified all the function words in the selection and to check for any content words they may have | ▪ The resources listed under Sections A and B.

▪ Charts showing full forms and contractions of words. These can be developed by students in groups following listening activities that use this material and that orient the students to the difference between the forms.

▪ Semantic maps for showing word associations.

▪ Word games with clues which students must listen to and use in constructing appropriate sentences.

▪ Charts with word lists and word families representing new words learned in listening activities.

▪ A class Word Bank to which students can have access.

▪ Notebooks for students to create |

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	42. use well-formed sentences in planned oral presentations 43. use the appropriate sounds for the letters and letter combinations in words	circled in error. They discuss their responses and listen to the selection again as they check the responses on their lists. ▪ Students maintain a word bank and incorporate new words from listening texts in them.	their personal Word Banks. ▪ Recordings of authentic samples of utterances in dialect, Creole, Standard English and samples of formal and informal English for language awareness activities. ▪ Recordings with selections that highlight the different letter / sound combinations that are emphasised in the listening texts.
D. Voice Skills	44. vary volume, moderate tone and adjust pace as appropriate to different situations 45. pronounce words clearly 46. use appropriate intonation for different sentence types	▪ Students make planned oral presentations in class. They speak clearly and vary tone and project voice as needed to be heard and understood by listeners. ▪ Students participate in choral recitations and follow instructions for pacing, projecting their voices and enunciating. ▪ Students listen to recordings of poetry (and other text types in which word stress is distinctive in metric (rhythmic) patters. ▪ Students clap or tap softly on desks to indicate stressed syllables (as appropriate) in selections they listen to.	▪ Selections of poetry and other literary texts appropriate for choral recitation. ▪ Limericks, jingles and rhythmic selections. ▪ A small selection of percussion instruments, e.g. clappers for use during recitations or exercises in which stress is emphasized.

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E. Attitudes for effective oral communication	47. listen to the ideas and opinions expressed by others 48. show willingness to share ideas, express opinions and views 49. respond appropriately to a speaker in a conversational exchange 50. show willingness to participate in activities for developing oral communication 51. show an effort to use Standard English in planned oral presentations, to express ideas and in discussions about content in the language arts and other subject areas 52. use the conventions for oral English in planned oral presentations 53. speak clearly, confidently and pace the rate of speech appropriately according to the situation	▪ Students participate in pair and group work to share ideas, listen to the views expressed by classmates and to discuss a range of topics. ▪ Students review conversation rules with teacher and actively practice them (e.g. turn-taking, signalling for a turn to speak). ▪ Students give planned presentations based on their notes (e.g. their observations of an experiment; the steps they followed in doing a project; the outcomes of a project; reports etc.),. They answer questions and provide clarification as needed.	▪ The resources listed under sections A - D. ▪ Selections that lend themselves to group recitation. ▪ The "dress-up" / costume centre to provide variety for students in their role-play activities. *Teacher as resource to:* ▪ provide good models of language ▪ design appropriate activities for listening activities and tasks ▪ create a classroom environment that allows for the exchange of ideas ▪ support students' efforts as they work to use different registers of language appropriately.

Reading

General outcomes for Reading

By the end of Grade II students should have attained the standards for reading at Grade I level. These are: II. 3.i – vi; II. 5. I – iii; II.6. i.; II. 6Ai. – ii; II.6Bi – iii; II. 7. I – iv. They should also be able to:

1. use different strategies for decoding and word recognition

2. use various comprehension strategies to monitor their own understanding of what they read and to repair misunderstandings as they read

3. use prior knowledge and background experience to construct meaning in texts

4. make inferences about the ideas, events and information presented in texts that they read and those that are read to them

5. draw conclusions about the texts that they read and those that are read to them

6. use charts and diagrams to interpret and clarify the meaning of an expository text

7. use the table of contents to locate information in a text

8. read familiar texts independently

9. identify and distinguish between different text types

10. decode automatically, read fluently and show understanding of the materials read at grade level.

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II Reading			

A. Decoding and word recognition	1. use different strategies for decoding words, including:
	    • use of known / familiar letter clusters and orthographic combinations in words
	    • syllabication patterns (segmenting or chunking)
	    • blending phonemes and sounding out
	    • looking at the shape of the whole word
	
	2. decode multi-syllable words
	
	3. recognise and read compound words
	
	4. recognise and read prefixes and suffixes in
	
	5. use context and surrounding text to identify words
	
	6. use sentence structure in which the word occurs as an aid to decoding difficult words
		• Students sound out difficult long words in parts and to use their knowledge of phonics to blend consonants and consonant-vowel combinations.
		
		• Students continue to practice phonological exercises in short sessions to develop automatic decoding skills and to build fluency.
		
		• Students separate multi-syllabic words into separate syllables, sound out the syllables and then the whole word.
			• Building blocks with individual letters that can be moved around to demonstrate letter combinations and to form words.
			
			• Bristol board with significant letter clusters and word roots. Also strips with common prefixes and suffixes printed on them.
			
			• Materials for making word games (can be done as group project work). Focus the selection of words and affixes in games on the points being taught, to reinforce learning.
			
			• Word lists comprising high frequency content and function words that students encounter in their reading at grade level.

B. Vocabulary development	7. use the parts of a compound word to figure out the meaning of the whole word	• Students identify new compound words in the reading materials in the language arts and in subjects across the curriculum.	• All the resources listed in Section A.

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	8. use context and surrounding text to determine the meaning of an unknown word 9. explain the meaning of common prefixes and suffixes that occur in the words they read at grade level 10. identify high frequency content and function words in the materials they read at grade level and show that they understand their meanings 11. identify and show that they understand the meanings signalled by common inflectional endings 12. identify synonyms and antonyms that they encounter in their reading	They incorporate these and other new words (single syllable and multi-syllable words, synonyms and antonyms) into their word banks and generate one or two original sentences to illustrate the meaning of these words. • Students work in groups to sort words into categories and to create charts that show word families. • Students use various appropriate graphic organisers like semantic maps to show relationships between groups of words. • Students sort new verbs and nouns that they encounter in their reading into their appropriate categories and use them in generating sentences in planned oral presentations and in their writing. • Students complete cloze exercises in which they figure out the word that goes into a particular slot based on the context provided. • Students work with words that have been sorted into groups and they figure out the common or unifying element for each group.	• Materials to make word games and puzzles; art supplies, construction paper etc. • Charts for showing word families. • Charts for organising hierarchical arrays that show the associations and relationships between words. • A large notebook for the class Word Bank that incorporates significant words and new words encountered in daily reading • Notebooks for individual Word Banks in which students record personally significant words and new words they encounter in shared and independent reading. • Cards that show letter (symbol) / sound relationships for review work to strengthen phonological awareness and word recognition skills.

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		• With teacher's guidance students learn how to use the dictionary and they use it as a reference when needed to verify their hunches about the meanings of unfamiliar words / or known words used with new and unfamiliar meanings.	• Print and electronic text: – a dictionary – a children's encyclopaedia – a good literary selection, including: limericks, riddles, proverbs, stories that use words in interesting ways. • Cut outs of crossword puzzles from children's magazines. • Materials for students to make their own crosswords, using new words that they encounter in their reading.
C. Reading Comprehension C – 1. Constructing meaning.	13. relate their prior knowledge and background experience to a text as an aid in understanding it 14. use visual information such as charts, graphs and diagrams to interpret and understand meaning in an expository reading selection 15. use various comprehension strategies to help them understand the meaning of what they read e.g. • read over difficult phrases, sentences and paragraphs to	• Students participate in pre-reading activities that focus on discussing what they know about the topic / material to be read. They relate their prior knowledge and background experience to the new material to be read and anticipate (and predict) content by reading and discussing the title and cover illustration (if present). After reading students confirm or disconfirm their predictions about content. • Before reading students create a KWL chart (see *Glossary / Teachers' Guide*)	• Flip chart paper / chalk or marker board; chalk, markers, press pins or adhesive for putting up charts. • A reading corner containing a variety of reading selections, including expository materials on a range of topics to which students have access for silent independent reading. • Bristol board for KWL charts and loose sheets or exercise

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	connect ideas • read on • self correct, reading the right word when they make an error • use question and answer relationships (QARs) to locate answers to specific questions and to make inferences 16. draw conclusions about the information presented in texts that they read 17. identify the main (central idea) in a text 18. distinguish between main idea and supporting details 19. distinguish between relevant and irrelevant details used to support a central idea	related to the particular topic they will read about. After reading they return to the chart, update and complete it based on their reading. • Students examine the graphs, diagrams and charts in an expository selection to interpret them in relation to the written material presented and to discuss the ways in which they clarify meaning and their overall contribution to the text. • Students participate in shared reading sessions and individual conferences in which they learn different comprehension strategies and apply them to new material that they read. • Students observe as teacher models techniques for making inferences and drawing conclusions. They apply a technique, using a selected bit of information and relating it to another relevant clue in the text to draw a conclusion. They apply think and search techniques also by thinking about given information and searching for relevant clues in the text to relate connected events and to make an inference about them.	books for individual charts. • Graphic representation to show students how to organise information showing relationship between main ideas and supporting details in expository paragraphs. • A quiet corner for conferences with individuals and small groups. • Illustrated charts for showing selected strategies (e.g. Question and Answer Relationships – QARs).

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		• Students attend reading conferences with teacher and learn problem solving strategies for reading such as, using queries about specific information and relating relevant sections to repair misunderstandings they encounter as they read.	
C- 2 Critical reading	20. distinguish between relevant and irrelevant information in reading selections 21. use linking words to help them understand relationships between clauses and sentences in a text 22. formulate and express a judgment about the (ideas, events, information presented in) texts that they read 23. determine cause and effect relationships in the selections that they read 24. confirm or disconfirm their predictions about a text after reading on 25. apply the strategies they have learned, to read and understand materials in the language arts and	• Students pay attention to the purposes set for reading in sessions in the language arts and subjects across the curriculum, and they read to fulfil these purposes. They also set purposes for their own reading, such as reading to find information about a topic or subject. • Students follow as teacher models think aloud strategies as well as how to use clarification queries to make inferences, draw logical conclusions and confirm / disconfirm predictions about a reading selection. • Students focus on the linking words used in a reading selection in their discussion of the meaning of the selection. • Students take time every day to practice reading for accuracy and fluency, and they also read in time set aside for	•

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	other subjects at grade level across the curriculum	independent, sustained uninterrupted silent reading.	
C- 3 – Text Features	26. use title, cover illustration, the first sentence or paragraph to make predictions about the content of a reading selection 27. use charts and diagrams to clarify the meaning of an expository text 28. indicate the contribution of graphs diagrams and charts to an expository selection 29. use the table of contents and chapter headings to find information in an expository text 30. identify features of an expository paragraph 31. identify the characteristics of different types of expository texts (e.g. recipes, informational articles, how to articles) at level 32. distinguish between the features of stories, poems and plays (at level)	• Students engage in project work, e.g. making up a class newspaper and include different text types e.g. recipes, lists advertisements, stories and poems. • Students focus on the graphics (diagrams and charts) in an expository reading selection (from any relevant subject across the curriculum) to interpret them and to discuss their contribution in clarifying the information presented in the selection. • Students create a semantic feature grid (or other appropriate cognitive organiser – see *Teachers' Guide*) to highlight the differences between the text types that they encounter and learn about at level. • Students use information technology – e.g. a computer – to look at and talk about templates for different text formats: an article, a recipe – and they work in groups to do manual mock ups for their class newspaper or magazine.	• Reading selections comprising different text types from sources across the curriculum. • Different text types, e.g. stories, poetry, newspaper and magazine articles appropriate to age level. • Examples of charts and diagrams representing information presented originally in text format. • Material from subjects across the curriculum; (e.g. recipes, lists) and expository material from other subject areas. • Information Technology (IT) support (a computer in the class or shared IT lab in the school) for demonstrating the use of templates and for creating different text formats.

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	33. distinguish between texts that deal with reality and those that deal with fantasy	• Students apply the strategies they learn in the language arts when they read expository selections in subjects across the curriculum. In particular, they use their knowledge of the features of expository text to read and understand cross-curricular content. • Students represent information from expository selections in different formats. For example, they represent the content of an informational paragraph in the form of a chart or a diagram or a list, where the information lends itself to that type of transformation. Conversely, students translate and represent information from these graphics into a paragraph (i.e. where the text lends itself to this type of representation).	
D. Responding to Literature	34. use the title and cover illustration to make a prediction about the content of a story 35. 36. predict the outcome of a story based on the events and the actions of characters 37. discuss the contribution of illustrations to a narrative text	• Students use the various features of a book, e.g. its title, and cover illustration to discuss the story. They confirm / disconfirm their predictions after reading. • Students apply the framework of story grammar to new and unfamiliar stories, and they discuss them using the story grammar as a guide.	• Exercise books that students use as journals to keep a log of the books they have read and to record their personal responses to these books. • A tape recorder / CD player. • Recorded versions of familiar stories.

Domains, strands and topics	Specific Learning Outcomes. Knowledge, Skills, Attitudes. *By the end of Grade II 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*
	38. use the elements of story grammar to identify and discuss new and unfamiliar narratives 39. read two stories and compare them 40. compare the print version of a story with the video version 41. read and talk about a wide and varied range of literary material appropriate to grade level	• Students discuss the characters in the stories they read as well as the way in which the characters react to events. • Students generate an alternative ending for a story that they have read and they discuss the plausibility of their ending and the impact it would have on the story. • Students generate questions they would like to ask the author of a narrative if they could meet him /her. • Students compare two stories they have read and they learn to use appropriate graphic organisers like a Venn diagram to organise their points.	• Access to a VCR and monitor for occasional viewing of film versions of selected stories. • Charts with blanks of Venn diagrams that students can work on in small groups (or individually) to compare two stories they have read. • A story grammar chart and relevant checklists of questions to which students can refer as they try to work out story elements. • A good and interesting selection of stories with illustrations and a selection of poems appropriate to grade level.
E. Attitudes and Interest	42. show a positive attitude towards reading 43. show willingness to search for new books to read in the class and school library 44. show interest in listening to books read by the teacher and to stories	• Students discuss the books they select for independent reading with teacher and accept guidance in making choices. They also select materials based on their needs and the goals and purposes that have been set for reading. • Students attend individual conferences	• Resources listed in sections B through E. • Charts with checklists to which students can refer easily. Strategic places on walls to display them in class.

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	retold by classmates 45. show willingness to ask questions of teachers and classmates about the stories and other materials that are read 46. read for various purposes and set purposes for reading 47. select texts for reading based on interest	with teacher to discuss their progress in reading, and to have their accuracy and fluency checked.	• *Teacher as resource* to: - model, guide, help students gain confidence as readers - to select a range of appropriate texts for students to read - to guide students to make good reading choices and - to create an atmosphere that fosters a love of reading.

Writing

General Outcomes for Writing

By the end of Grade II students should have attained the standards for writing at Grade I. These are: V. 8 i.- vii; V. 9A. i. – ii; V. 9B. i.; V. 9C. i. – ii; V.9D. i. – iii. They must also have attained the following standards for Grade II: V.7. i. – vi; V. 8. i. – iv; V.8A.i.; V.8B. i. – ii; V.8C. i.-iii; V. 8D.i.- ii and, in particular, they must be able to:

1. write a short expository paragraph

2. write a friendly letter

3. write a story, using the elements of story grammar

4. use process strategies in pre-writing, drafting and revising their writing

5. write complete sentences in Standard English

6. spell high frequency content and function words at level

7. write legibly.

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III. Writing			
A. Writing for self	1. maintain a personal response journal to write about the books they have read 2. write a simple list, for example, a list of the tasks to be done for homework 3. fill out a simple form, e.g. an application to join the local library	• Students read examples of response journal entries from the previous class and discuss their characteristics. They also read and compare a "typical" example of a diary entry. • Students read a simple form to determine the information required. They work on selected samples filling in the appropriate categories in the formats (for dates etc.) required.	• Examples from literature of diary entries. • Some samples of reading response journal entries from the previous class. • Sample forms for joining the local library, and other forms of interest and appropriate for grade level.
B. Writing for a chosen audience and to accomplish school work	4. use pre-writing strategies to generate ideas for writing 5. use a web or other appropriate graphic organiser (or strategy) to group ideas for writing 6. write a friendly letter to a chosen addressee 7. write simple three step instructions / directions 8. write a short account based on a personal experience 9. write a description of an object or a person or a place	• Students participate in whole class and small group activities to work on process strategies for generate ideas for writing, sharing their work, revising and editing what they have written, and giving comments on the writing of their classmates. • Students choose a person they know as the addressee for their friendly letter. They follow and ask questions as teacher instructs them on the format of the friendly letter. They read and discuss examples of friendly letters and work on their own to generate ideas for the letter and to organise the content. They use other process strategies they have learned to draft, revise	• Appropriate examples of reading materials that illustrate the particular type students are being asked to write; e.g. the friendly letter, the expository paragraph, a description of a person, object, place, a story. • Large sheets of paper for writing down students' dictated letters and other samples for display. • A wide selection of literary material; stories, West Indian and other.

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	10. write a short expository paragraph, organising information around a central idea 11. write a story using the elements of story grammar as a framework 12. use high frequency words encountered in reading in their writing 13. use high frequency function words in their writing 14. use the process strategies they have learned to revise and improve their writing 15. use verbs and nouns correctly in their writing 16. write clear and complete sentences in Standard English 17. spell high frequency content and function words at level correctly in their writing 18. use the punctuation marks they have learned correctly in their writing (see	and edit their letters before writing the final copy. • Students write a story on a topic of their choice, and they use process strategies and the elements of story grammar to shape and refine their stories. They read out their stories and answer questions from classmates about them. They revise and edit their stories and use some time in art class to illustrate one or two scenes from their stories. • Students refer to short prepared lists of questions to check that they have observed the conventions of writing expected of them in Grade 2 (see outcomes 15 – 18). They work in pairs to read each other's stories or paragraphs and use the lists as guides in commenting on what they have read. • Students read and discuss expository selections from other subjects across the curriculum. They use some of these as examples in language arts to identify the main idea or topic and the supporting information. They generate ideas for their own expository paragraph and use process strategies to group their ideas and order	• Field trips to provide stimuli for different class activities. • Photocopies of materials to be used as stimuli for various tasks. • Samples of children's magazines appropriate to grade level. • Loose-leaf binder for class collection of students' writing. • Manila folders for individual portfolios. • Visual stimuli for concepts covered in the language arts and subjects across the curriculum. • Charts with checklists of questions to guide students as they prepare their planned oral presentations to share information about the books

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	list of standards Grades 1 and 2)	their sentences in a logical way to clarify the main idea. • Students discuss their writing with teacher in conferences and they explain what they intended to do and answer questions about what they wrote. They use the guidance given to revise and improve on their writing, to discuss their progress and the selection of their writing for inclusion in their portfolios.	they have read. • Selected materials from subjects across the curriculum to use as stimuli for writing tasks. • A writing centre with various resources (refer to list of resources for Grade I).
C. Writing process strategies	19. use different strategies to generate ideas for writing (e.g. brainstorming, reading, reflecting on experiences) 20. select topics / subjects for writing 21. use webs / clusters / to organize their ideas for writing 22. read over their writing, reflect on it and discuss the ideas they have expressed 23. use checklists for the conventions of written English to check their writing for correctness of sentence structure, grammar and punctuation 24. revise and edit their writing and	• Students engage in whole class and small group activities for pre-writing exercises to generate ideas for different writing tasks, including: – brainstorming – reading sample texts and discussing their characteristics / features. • Students use appropriate graphic organisers to group related ideas on a topic. They plan their writing by ordering the points in the groups and draft their paragraphs on the basis of the grouping and ordering they have done. • Students read over their writing and work with a partner to share what they have written. They use prepared lists of	• The resources listed in the foregoing sections. • Reading selections that are good illustrative examples of the type of writing students are attempting for critical reading and discussion in pre-writing activities. • Charts with checklists to focus students on different aspects of writing and to guide their revision and proofreading activities. • Scrap paper for students initial attempts / drafts.

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	prepare a clean corrected copy to submit to teacher	questions to check for adherence to the conventions listed for Grades 1 and 2. They revise and edit their work. • Students participate in the class "author's session" in which they present what they have written to the whole class and answer questions about it. • Students use the resources in the class (art and "publishing" corner to prepare their final drafts for display.	• Art materials: coloured pencils, crayons, water colours. • Materials for students to compile their best work into books. Loose pages, glue, ribbon. • *Teacher as resource to*: - organise appropriate activities - provide interesting stimulus materials - create a nurturing learning environment.
D. Reading and Writing Connections	25. write a short paragraph in which they express their response to a book they have read 26. express their response to a story they have read in writing, drawing, role-play 27. read the stories they have written to their classmates and elicit feedback from them 28. use reading as a resource for writing	• Students retell stories they have read to their classmates in small groups, pairs or as a whole class, and they answer questions that their classmates ask about the stories. • Students discuss the books they have read in conferences with teacher. They also read aloud sections of books that they have read independently, and they talk about and set goals for further reading.	• The resources identified in sections A, B. and C. • Newsprint or suitable alternative for creating class newspapers / magazines. • Autobiographies / biographies of authors – adapted for use at level. • Blurbs and bios on the dust

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		• Students keep a reader response journal in which they write down the titles of the books they have read, and they write one or two sentences that say what they thought about them. • Students work in small groups to plan and act out a favourite part of a story they have read. • Students write a letter to the author of a book they have read to say what they thought about it. They also write to a local author to invite him or her to visit their class and talk to them about one of the author's books that they have read. • Students work in small groups to generate questions that they would ask the author of a book they have read if they had the opportunity to interview him / her.	covers of books to get information about the books and their authors. • Tape recorder and microphone for recordings of role-plays.
E. Conventions of English	29. write sentences in English that are well-formed 30. read over their writing to transform Creole and CIV structures into Standard English 31. Use the punctuation marks they have learned appropriately and correctly in	• Students read over their work in the language arts and subjects in content areas across the curriculum to ensure that they have written sentences that follow the word order of English and that they have formed their sentences correctly. In their story writing they check to ensure that if they have used Creole or CIV structures in	• Wall charts with examples of the sentence patterns most frequently occurring in reading materials and those used by students. • Charts highlighting the word order of the sentence patterns

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	their writing 32. use appropriate spacing between words 33. write legibly, paying attention to the shape of uppercase and lowercase letters	dialogue that their use exemplifies acceptable Creole and CIV usage. They also ensure that they transform Creole and CIV structures into Standard English where this variety is required. • Students also check their writing to ensure that they have used accurately and appropriately, the punctuation marks that they have learned. They work in pairs and small groups, using short lists of prepared questions to check their own and each other's writing. • As students prepare their drafts and final copies, they pay attention to their writing and take care to practice shaping their letters, spacing words appropriately and producing neat work for submission. • Students observe as teacher models writing when she takes down some samples of their dictated stories and news every day.	in the noun phrase and the verb phrase. • Appropriately lined paper / exercise books to facilitate students' practice at shaping their letters. • Wall charts with upper and lower case letters as well as sample charts with cursive styles.
E – 1. Grammar	34. use nouns and verbs correctly in sentences 35. use the parts of speech correctly in both their planned oral presentations and in their writing	• Students attend to points of grammar in their writing conferences with teacher as their awareness of correct usage is heightened in the context of their own use. They also participate actively in grammar lessons that focus on the grammar points	• A rich variety of reading materials that use different sentence patterns. • Charts with examples of the

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	36. read over their written work to check the accuracy of the grammar of their sentences	that they use incorrectly, and they practice writing sentences in which they use the correct forms. They also pay attention to the correct use of these forms in the texts that they read in the language arts and in content areas across the curriculum.	sentence patterns that students encounter most frequently in their reading at grade level. • "Character" chart on which the functions of the parts of speech (word classes), particularly those being focussed on in Grade 2 are depicted. Students can use the charts to check their work during proofreading. • Smaller cards with checklists for individual use in the writing corner to check written work.

E – 2. Sentence Structure	37. write complete and well formed sentences
	
	38. write sentences that are understandable and state the intended meaning clearly
		• Students apply the writing process strategies for revision that they have learned in the language arts to check for the completeness, clarity and coherence of the sentences in the writing they do across the curriculum. They discuss their written work in conferences with teacher and they revise and repair any errors that occur in their writing.	• The resources listed under E – 1.
			
			• *Teacher as resource to*:
			  - provide good models of English for students
			  - heighten their awareness of correct usage in their planned oral presentations and written work
			  - provide positive and

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			constructive feedback on their writing and oral use of language.
E - 3. Punctuation	39. use the punctuation marks they have learned in Grade 1 and Grade 2 accurately (Standards V.9C.i. – ii, p. 48 and V.8C.i. – iii, p. 112) 40. use quotation marks in the dialogue of stories	• Students revise their work to check for accurate and appropriate use of the punctuation marks they have learned. They use a checklist and the class wall charts to check their work. They also ask the teacher for help and clarification when needed. • In focussed exercises students pay attention to the proper use of the punctuation marks they are learning in appropriate selected samples of writing taken from different sources. In particular, they pay attention to and discuss the use of the comma for the purposes they have learned in Grade 2. • Students play the punctuation lottery game in pairs and teams to heighten their awareness of the accurate use of the punctuation marks they are learning (see *Teachers' Guide*).	• Punctuation charts that demonstrate the use of the marks that the students have learned thus far (see Standards indicated at 39). • Checklists for individual use in revising and editing exercises. • The materials for the punctuation lottery game: cards with individual punctuation marks printed in large bold font and sentence strips (see *Teachers' Guide*).
E – 4. Spelling	41. use the spelling strategies they have learned to spell correctly the high frequency words they encounter in reading, across all content areas, in their writing	• Students participate in activities that teach generic strategies for learning to spell (see *Teachers' Guide*). They use these strategies as part of revision in the writing process to proofread and correct their	• Cards with new words from reading selections across the curriculum. • Syllable charts showing

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	42. spell high utility and function words correctly in their writing 43. spell frequently encountered prefixes and suffixes correctly 44. monitor the spelling of words as they write independently 45. read over and revise their writing to correct the spelling mistakes they have made	written work. • Students take dictation of short texts read out by teacher. These focus on the new words that students are learning, the punctuation marks that they have learned and common sentence patterns. • Students apply the phonological knowledge they have learned as they write independently and try to spell the new words that they have encountered in their reading. • Students work in pairs or small groups as part of a writing exercise to read and edit each other's writing. These activities focus on selected points of convention that students need to address • Students play relevant spelling games (e.g. scrabble, word search) to strengthen their ability to spell the words they encounter frequently in their reading at level.	segmenting of multi-syllable words frequently encountered in reading. • Building blocks for putting parts of words together to form complete word. • Alphabetic / letter-word correspondence chart for reference and revision. • Electronic and print resources: dictionary, thesaurus. • Word games appropriate for use in spelling activities.
F. Attitudes and Interest	46. show willingness to share their writing with classmates; to listen to, to read and to comment on what they have listened to or read 47. respond appropriately to the feedback	• Students participate in activities that are designed to help them to learn and use effective strategies for writing. They work in pairs and small groups to share what they have written with their classmates and	*Teacher as a resource to*: - model various strategies - provide good models of language - demonstrate appropriate and positive attitudes towards

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	given on their writing by teachers and classmates 48. participate in writing process activities that require them to read over and revise their work to improve it 49. show a positive attitude towards learning to spell new words 50. use appropriate strategies for learning to spell new and unfamiliar words 51. show willingness to work at the writing conventions and to write legibly 52. show willingness to monitor their use of Standard English and to correct errors of grammar in their writing and speech	to make comments. They also actively participate in revision exercises in which they use appropriate aids to check for appropriate use of the grammar and punctuation that they have learned. • Students do the exercises given to facilitate learning of generic strategies for spelling, and they show effort in learning to spell new words that they encounter in their reading across the curriculum. They also do the occasional spelling quiz given by teacher. • Students participate in writing conferences with teacher to discuss the writing they have done and to check on their progress. They use the guidance they are given in other writing tasks and discuss what they have done in subsequent conferences.	work - provide authentic purposes for writing - introduce students to interesting books - provide useful and interesting learning experiences - teach students how to learn and how to use strategies for problem solving - teach students how to develop their own resources and how to find other resources that they might need for writing - provide feedback to students on their writing.

Assessment

In Grade II students will have been required to learn several new and important skills, and their progress towards attainment of the standards in the various domains will need to be monitored on a regular basis. Teachers of Grade II will need to have a clear idea for scheduling assessment of key targets and standards. Entry-level assessment will have to be undertaken in some of the domains at this grade, but it will not be necessary for every single skill area or in every domain.. The purpose of doing the entry-level assessment is to determine how proficient the students are with regard to key standards in specific domains. The information derived from this type of assessment is important to guide instruction. Some students may be advanced while others will just be working at an acceptable level and a few others will not have acquired the level of proficiency required for successful academic work at grade level. The entry-level assessment will allow teachers to determine what pre-requisite learning these students still need in order to enable them to acquire the requisite skills at Grade 2. The information will also allow the teacher to organise flexible groups that will enable the students who need instruction in prerequisite skills to get it in supplemental sessions and still receive instruction at grade level. In the case of these and all the other students, monitoring of progress will have to be undertaken on an on-going basis to determine how students are progressing towards achievement of mastery of the standards and attainment targets.

Monitoring assessment must be done so that the teacher can determine which students are working satisfactorily towards mastery and those who are not. The monitoring assessments will have to be undertaken after a set of lessons to teach a particular skill have been given and students have worked on tasks and activities that were intended to facilitate the acquisition and mastery of the skill. It will therefore be important to monitor the progress of every student and to have a score or other indicator that will reveal where each student is in relation to proficiency in that skill area. In assessing reading fluency and accuracy, for example, a running record of students will have to be scheduled every five or six weeks to determine their progress. This may need to be done more frequently for struggling readers.

Summative assessments will be scheduled at the end of each term or half term, as required by the school or Ministry of Education. These assessments may include the Minimum Standards tests that are given by some Ministries of Education as well as the term examinations set by individual schools. They assess the students' acquisition and mastery of outcomes over a long term and will include some items that test selected skills students should have acquired earlier. One of the most important objectives of the different types of assessment given throughout the year is to identify those students who may be at risk and to plan further instruction to help them acquire the requisite skills so they can do school work at level with some success. The following list includes general suggestions and guidelines for on-going monitoring activities.

1. Create dossiers or portfolios for each student to keep samples of the child's work: stories, artwork, project work that incorporates tasks completed in content areas across the curriculum.
2. Keep a special folder for the specific samples of the student's work and the tasks that you set to provide a more specific assessment. Include in this folder: the scores on tests and the outcomes of tasks given for specific assessment; observation forms, including your observation notes on the child's progress in all the domains of the language arts.
3. Use the entry-level assessment done at the start of the year to help you plan instruction in the first few weeks.

4. Schedule individual conferences with the students to determine their progress with oral language throughout the year. Monitor their oral language use in planned presentations also.

5. Take a record of each student's reading behaviours to determine the student's fluency and accuracy at a particular point in time. Compare the scores for fluency in subsequent sessions to get a good idea of the child's progress over time (*refer to the Teachers' Guide for the procedure to be followed*).

6. Keep a portfolio of each child's writing and refer to this as needed in writing conferences to discuss students' progress with them individually.

7. Schedule individual conferences (for reading and writing) to talk with the students about their progress and to help them determine the areas to which they need to give special attention and to set goals towards achievement of the standards.

8. Use story maps as one of the ways of monitoring their responses to literature. Keep students' responses in their dossiers to form part of their overall final assessment.

9. Provide immediate feedback orally and in response journals on children's efforts in reading and writing.

10. Monitor the students' acquisition of English for oral communication. This will be particularly required in the case of Creole and CIV native speakers.

11. Monitor all the students' language development for school purposes (i.e. the development of expository or decontextualised language that they need to master for success in school work).

The emphasis of assessment in the case of each domain is to monitor the development of key behaviours set out in the outcomes and to evaluate students' attainment of the standards. Here, as in Grade I, the emphasis is on teaching, monitoring and assessing as a routine on-going part of instructional activity rather than on a discrete one-shot test given only at the end of term or year. The object is to know what each student can do at each stage of learning and to plan instruction based on the students' developing proficiency as they progress through Grade 2.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
I. Phonemic and phonological awareness	A. Entry level Assess only as needed. Based on the profiles from Grade I determine which students need to be assessed on entry.			
	B. Monitoring progress As students read more difficult and complex material at grade level, monitor to ensure that they can blend and sound out complex phonological clusters without difficulty.	1. Monitor for accuracy of students' knowledge of letter-sound correspondences and for fluency and accuracy of producing the sounds in reading short extracts and texts at grade level.	• Reading materials used at Grade II.	• Plan to provide supplementary instruction for those students who lack automaticity in letter-sound correspondence. They must have acquired this ability by the end of Grade II or they will be at risk for developing literacy.
	C. Assessing achievement of the standard Individual ability noted in how materials are read at grade level.			

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Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
2. Decoding / word recognition	A. Entry level Standards: II. 2. i. 1. Entry-level assessment seeks to find out whether the students can apply the decoding strategies they learned in Grade I to decode new and unfamiliar words in Grade II. 2. It is also important to know if students can read a text at grade level independently.	i. Assessment can begin with asking students to read a text they would have been required to read the end of Grade I. Assess for accuracy and fluency of decoding. Give them a short extract from a Grade II text. Use an extract that includes some new words that they will be required to read at level and determine whether they apply decoding strategies in their attempt to read the text. ii. Take a running record while the student is reading to check for accuracy and fluency. Check for pronunciation of word endings (Standard II.2.iv).	• A story they might have read towards the end of Grade I, and a short expository selection of roughly 100 words (at Grade II level). • All selections should have high frequency words but include some new and unknown words.	• Plan to provide some supplementary instruction for struggling readers who need practice with decoding accurately and fluently. • Organise flexible groupings so that normal instruction can continue at grade level for all the students.
	B. Monitoring progress Standards: II. 2. i. – vi. 3. Monitor progress towards the mastery of the skills indicated in the standards. Assess individual progress every four weeks.	iii. Assess accuracy and fluency by having students read one of the selected texts at level. Give a focussed assessment exercise by having them read a short list of new words from texts being read and then let them read an extract in which the words are embedded. iv. Take a running record to assess fluency and accuracy every four weeks.		• Instruction is towards the achievement of the standards listed under II. 2. Provide supplementary instruction for those who need it.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	D. Assessing achievement of the standard: Standards II.2. i–vi. 4. Throughout the year students are moving towards the achievement of the standards listed as they read more complex texts at grade level. Final assessment should determine whether they have achieved these. Assess specifically II.2. i., ii, iii, iv.	v. Take a running record of an individual student's reading of selected texts. Use short texts of no more than one hundred words. Shorter texts may be necessary for students who may not be very fluent. Assess for accuracy 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*) or photocopied text selection with space for making notations between lines.	• Find the accuracy and self-correction rate for each student. Make a note of the specific types of errors they make. Include notes in student's profile for teacher of Grade III.
3. Vocabulary and concept development	Entry level Standards: I. 3.i.; II. 3. v and vi 1. On entry assess students' ability to use context and surrounding text to determine the meaning of a word. 2. Assess their ability to read compound and multi-syllable words in an introductory text at grade level.	i. Use a selected text that will be introduced early in Grade II. Also, isolate some multi-syllable and compound words in a list and have students read them.	• Narratives and expository selections from subjects across the curriculum would be appropriate.	• Use the entry assessment to determine what the students know and plan instruction accordingly. Plan instruction to fill any gaps that might exist.

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Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	3. Monitoring progress Standards II. 3. i.. II.3. i. – vii. Assess every two months. Monitor developing proficiency of students as they word towards mastery of these standards	ii. Individual conferences will provide a context for monitoring individual development. Selected tests can be given every six or eight weeks after students have had several lessons. iii. Focus on their understanding of the meanings of prefixes and suffixes (II.3. iii – iv).	• Reading materials that students will be using in subjects across the curriculum will also provide a rich selection of vocabulary and concepts that students must learn. Monitoring tasks / activities will make use of those.	
4. Comprehension	A. Entry level Standards: I. 4.i.; II.4. i – ii; 1. Assess students' ability to understand what they have read. 2. Check ability to use selected strategies listed under II.4.ii.	i. Observe students while they are reading aloud to determine whether they are using any strategies to understand what they read. ii. Ask students questions during and after reading to asses understanding.	• Selected texts appropriate to grade level. • Good questions / queries.	• Start from where the students are and plan instructional activities to teach them how to use strategies to understand the meaning of what they read. • Use graded texts especially for students who are less fluent.
	B. Monitoring progress Standards: I. 4. 1. and iii; II.4. i. – ii. 3. Student's progress on attaining these standards must be monitored on an on-going basis throughout the school year. Specific assessments can be done every six weeks.	i. Monitor skill acquisition through close observation of students' reading behaviours. Use extracts from the reading materials selected. Narrative and expository selections should be used in the assessment.	• Selections from narratives and expository materials across the content areas. For assessments, use extracts of roughly 100 words	

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessment of achievement of the standards Standards: I. 4. iii; II.4. i.- ii. End of year assessment 4. Assess for achievement of standards across the domains: Assessment can be selective to include those that had not been assessed during monitoring assessment sessions. The target is the understanding of materials at grade level.	i. The same extracts used for fluency can be used to assess understanding. Set a range of questions to cover factual and higher order questions.	• Assess both listening and reading comprehension. Assess the ability to follow three-step spoken and written instructions.	• Information on the attainment of standards by individual students must be documented and sent to the teacher of Grade III.
5. Text Features A. Features of Expository Text B. Features of Narrative text.	A. Entry Level Standards: I. 5A. i.II. 5A. i and iii.; IV. 5A. i. and iii. IV. 5B. i. 1. These are minimum standards for Grade II on entry to the grade. They should be assessed on selected standards from those listed above on entry.	i. Assessment can be done during the first two weeks in individual conferences with students. Assess whether they can indicate the purpose of an expository paragraph. ii. Assess whether they can identify narrative elements. Have them read a story and discuss the elements or have them respond to specific questions about them. Alternatively, use a blank story grammar chart and have them complete it.	• Narrative and expository selections.	• The standards listed under 5A and 5B are those towards which students are progressing throughout the year. Plan instruction to facilitate their attainment of these standards.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	B. Monitoring progress Standards: I. 5A. i.; II. 5A. i. – iii. IV. 5A. i. – iv.; V. 5A. i. iv.; II. 5B. i. IV. 5B. i. – ii; V. 5B. i. – iii. 2. These are the standards students are working to attain in Grade II. Their developing proficiency in these areas should be monitored on an on-going basis. Specific assessment exercises can be scheduled every eight weeks.	i. I. 5A,i. can be assessed in both listening and reading activities. Monitor students' progress towards the standard by checking their responses when an expository selection is read. Introduce a more formal assessment every two months. ii. Monitor the development of skills indicated in the standards for reading expository and narrative texts every day during the many reading sessions scheduled for normal instruction. Students' mastery of the requisite skills must be assessed more formally every six weeks.	• Listening and reading texts appropriate to grade level.	• Instruction to enable the achievement of the standards indicated by the end of the year can be achieved through the daily reading, writing, listening and speaking activities. The instructional activities can be integrated to give students an insight into the relatedness of the domains. Monitoring is ongoing and samples of students' work examined and feedback given. The samples are kept in a portfolio so students can monitor their own development also.
	C. Assessment of achievement of the standards. Standards: I. 5A.i.; II.5A.ii; IV. 5A. i. – iv; V.5A. ii and iv. 3. These are the standards that students must have attained by the end of Grade II. Students' proficiency in the standards listed above should be assessed in term tests and at the end of the year.	i. The standards listed under IV. 5A and V. 5B are critical ones that second graders must attain. They are monitored throughout the year but must be assessed more formally at the end of each term and year.	• Expository paragraphs from content areas across the curriculum. • Narrative selections at grade level.	• The results of the final assessment as well as significant notes from monitoring activities and samples of students' writing (the portfolio) must be made available to the teacher of Grade III before the start of the next academic year.

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Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
6. Responding to Literature	A. Entry level Standards: III. 6. i.; IV.6. i., iv; V. 6. ii. 1. These are the minimum requisite standards for students in Grade II. 2. Assess students' ability to recognise and discuss story elements. 3. Assess every six weeks.	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. Have students read an unfamiliar story that would be used early in Grade II and then ask them questions about the elements of story grammar or let them complete a story grammar map for the story.	• Use a narrative that would be used at the upper end of Grade I or early in Grade II.	• Instructional activities in Grade I should develop students' abilities in the standards listed at No.6 under all the domains. The programme in literature for the year should aim to enable students to acquire the skills listed under each section at No. 6.
	B. Monitoring progress Standards: I. 6. i. – ii; II. 6. i.; IV. 6. i. iii, iv; V. 6. i. – ii. I 4. These are the attainment targets in this strand for students in Grade II. Monitor progress on an on-going basis, but assess more formally in specific tests every eight weeks.	i. One of the important skills carried on from Grade I and which will continue to be developed in higher grades is the reading and analysis of story, an understanding of story grammar and its application to the reading and analysis of new and unfamiliar stories. Progress in this should be monitored every week or fortnight during reading sessions in which students discuss the stories and identify the story grammar elements in them. ii. Students reading and understanding of other text types such as poetry continues to be monitored on an ongoing basis.	• A good selection of literature, including they 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 students' success in achieving the standards. Engagement with good literature every day as well as the use of interesting and challenging instructional activities will enable students to achieve these standards.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessment of achievement of the standards. Standards: II. 6. i.; IV. 6. i. – iv; V. 6. i. – ii. 5. These are the standards that students should achieve by the end of Grade II. These should be formally assessed at least once during each term and the end of the year.	i. Students can express their responses to a story orally. They should be asked specifically about the elements of the story grammar as they relate to the selected story.	• A selection from a Grade II text that they have read and one they may not have read but suitable for the grade level.	• The results, written profile indicating the strengths and weaknesses of the students as well as selections from their portfolios that give a good indication of their development over the year must be made available to the teacher of Grade III.
7. Writing	A. Entry level Standards: IV.7. i.; V. 7. i. 1. These are the minimal standards on entry to Grade II. 2. Assess students' ability to write complete sentences and to discuss their ideas for writing.	i. The standards listed under IV. 7. i. – ii and V. 7. i. – vi are those to be attained by the end of Grade II. The development of student proficiency in these standards must be monitored throughout the year. Speaking activities are an integral part of the process approach to writing and will be manifested in the discussion of ideas for writing, explaining what has been written and responding to feedback given.	• Writing materials.	• 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. Refer to the *Teachers' Guide* for suggestions for instructional activities.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	B. Monitoring progress Standards: IV. 7. i. – iii; V. 7. i. – vii 3. Student progress in achieving these standards must be carefully monitored throughout the year. Assess every eight weeks but follow student basis on a regular weekly basis.	i. Writing process approaches to teach required skills, build confidence and foster acquisition of the standards (see *Teachers' Guide*). ii. Students' progress in writing the friendly letter, using an appropriate format must be monitored.		• 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. Assessment of achievement of the standards. Standards: V. 7. i. ii, iii, iv, vi. 4. Students must have attained these standards by the end of Grade 2. Some will have been monitored throughout. Assess selected standards listed under V. 7.as final assessment.	i. Thorough monitoring of students' oral and written language will give a good indication of what they can do and of their progress towards attainment of the standards. The students' portfolios should also be factored into the assessment.	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 3.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
8. Conventions of written (and oral) English	A. Entry Level Standards: IV. 8. i.; V.8. i. A. (Grammar) II. 8A. i.; B. (Sentence structure) II. 8B. i. - iii.; V. 8B. i.-ii. C. (Punctuation) V. 8C. i. D. (Spelling) V. 8D. i. 1. These are the minimum standards to be assessed on entry to Grade I.	i. The standards listed can be assessed in students' use of spoken English and the writing of a short story. Use the latter to check for use of conventions listed.	i. A planned oral presentation based on an experience or event. ii. A story.	• The use of Standard English for school purposes is an important standard which students continue to work on in Grade 2 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, the materials 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 Standards: All those listed under Section 8 need to be monitored on a regular basis as students write and submit work. They need to be working to master these standards throughout the year.	i. Students' learning in the skill areas listed should be monitored throughout the year. Their developing abilities can be monitored through their planned oral presentations as well as the writing that they do. However, mastery of these conventions in the context of writing will require specific guidance as students develop proficiency in the use of these concepts.	• 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.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	C. Assessment of achievement of the standards. Standards: II.8A.i.; IV. 8A. i.; V. 8A. i.; II. 8B. i. – iii; IV. 8B. i. – ii; V. 8B. i. – ii. V. 8C. i. - - iii; V. 8D. i. – ii. 1. Students should have attained these standards by the end of Grade II.	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.	• The results from writing assessment and portfolio work as well as notes from monitoring should be sent forward to the teacher of Grade III.

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Glossary of terms used in the K – Grade II curriculum

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.)
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.
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
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.
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: Wa cup for wake up (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.
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.
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.
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 *alotof* has to be processed as *a lot of* – three separate words.