

SUBJECT: LANGUAGE ARTS

GRADE: GRADE ONE

TERM: ONE

BROAD OUTCOMES: LISTENING AND SPEAKING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT	
A) Interpersonal Communication  1. Listening and speaking to interact socially	1. Listen attentively to speakers in conversational exchanges	- Sample Listening Self- Assessment	
	2. Listen to determine a speaker's emotional tone		
	3. Use turn-taking conventions appropriately		
	4. Express feelings orally about situations and events of interest		
	5. Communicate simple messages orally		
2. Communicating to give and get information	6. Ask questions to elicit clarification about specific topics	- Sample Listening Self- Assessment	
	7. Use Standard English to communicate about topics in Language Arts and subject across the curriculum	- Sample Oral Language Assessment	
B) Listen and speak to develop oral proficiency in English  1. Listening for enjoyment and speaking to express personal response	8. Listen to stories and express a personal response orally <b>e.g. (say whether or not they like them and why)</b>	- Sample Choral Speaking or Reader's Theatre Checklist	
	9. Listen to stories and retell favourite ones.		
	10. Recite poems, jingles, rhymes and limericks paying attention to the rhythm of the language and expressing a personal response to selections		
	11. Listen to determine whether a sentence or series of sentences is expressed in Standard English or in a Creole or (IV (see Glossary)		- Oral Assessment
	12. Listen to an account of an event or situation to make a prediction about its outcome.		- Checklist , Quick write
C) Vocabulary and Concept Development	13. Identify the new words in a short selection that is read aloud	- Teacher made Test - Phonological Awareness Diagnostic Assessment oral, teacher made test	
	14. Use contextual clues to help determine the meaning of an unknown word in a sentence read aloud		
	15. Use exact words to refer to words in categories (shape, colours, foods)		
	16. Listen to identify rhyming words in a selection		
D) Voice Skills	17. Listen to a letter name given in an oral prompt and produce the sound of the letter	- Teacher made Test	
	18. Use appropriate intonation patterns for different sentence types	- Oral Assessment, Checklist	
	19. Enunciate clearly in choral renditions and in planned individual presentations	- Oral Assessment, Checklist	

<b>TOPIC</b>	<b>SPECIFIC OBJECTIVES</b>	<b>ASSESSMENT</b>
D) Voice Skills	20. Use tone appropriate to specific (conversational) contexts	- Oral Assessment
	21. Speak clearly, confidently and pace rate of speech appropriately	- Oral Assessment
F) Attitudes for effective Oral Communication	22. Listen attentively in conversational exchanges and during presentations given by others	- Sample Listening Self- Assessment
	23. Use accepted principles for conversational exchanges, e.g. signally for a turn to speak, responding at appropriate times	- Checklist , Observation
	24. Participate in class discussions and other oral activities organized for the class	- Observation
	25. Adhere to established classroom rules for listening tasks and other activities	- Observation, Checklist
	26. Share information, ideas and opinions	- Observation
	27. Participate in activities for oral language development	- Observation

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BROAD OUTCOMES: READING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Concepts about print	1. Identify the name of the author and the title of a book	- Allow pupils to design their book covers, following directions Books with illustrations
	2. Distinguish between letters, words and sentences	- Sample letter recognition and letter sound assessment
	3. Read from left to right, and from top to bottom of the page	- Observation
B) Decoding and Word	4. Produce the sounds of the letters of the alphabet including vowel sounds and consonant blends	- Sample Phonological Awareness Diagnostic Assessment
	5. Recognise and read high frequency words	- Sample sight word assessment, Checklist games, running records
	6. Recognise and read high frequency function words (e.g. <b>the, an, that, be have</b> )	
	7. Use familiar letter combination 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		
C) Vocabulary Development	11. Identify new words in reading selections	<a href="#">Draw environmental sign</a>
	12. Use context and surrounding text to understand the meanings of new and unknown words	<a href="#">A variety of reading materials for grade level</a>
	13. Use high frequency words in oral and written work	
D) Comprehension	15. Identify common/significant environment signs	
	18. Use simple linking words (e.g. connectives ( <b>and, but</b> ) and function words ( <b>an, the this, that</b> ) to determine the relationships between ideas expressed in sentences	- <a href="#">Linking Word Checklist</a>
1. Construction meaning		
2. Critical Reading	23. Draw conclusions about the materials that they read/that are read to them	<a href="#">Checklist, quick writes</a>
	24. Formulate and express an opinion/judgment about the materials that are read to them/that they read	
D-3. B Features of Narrative	28. Identify the names of the author and illustrator of a narrative selection	<a href="#">Sample Story telling Checklist</a>
	29. Identify the beginning, middle and end of a story	
	30. Identify the setting and characters of a story	

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D-3. B Features of Narrative	31. Discuss the characteristic of the setting of a story	
	32. Discuss the traits of the characters in a story	
	33. Identify the main events in a story	
E) Responding to Literature	37. Discuss how a conflict in a selected story is resolved	Oral retell
	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	
F) Attitude and Interest	41. Express a personal response to stories that they have listened	
	42. Listen attentively to reading done by teacher and other students	Retelling
	43. Ask and answer questions about the selections read in class	Teacher made Test

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BROAD OUTCOMES: WRITING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Writing for self	1. Write short, clear sentences, using the words they know, including high frequency words that they encounter in their reading	- Teacher made test, Quick writes
C) Writing Process	2. Discuss their ideas for writing before they begin to write	- Oral, Observation
E) Conventions of Writing	3. Shape letters, letter clusters and words	- Oral Assessment
	4. Leave spaces between the words in the sentences they write	- Observation
	5. Leave appropriate spacing between the words in their sentences	- Checklist
	6. Use Standard English in their planned written (and oral) school work	
E 1. Grammar	7. Use singular and plural nouns correctly	Performance task Checklist, Teacher made test
E 2. Sentence Structure	8. Write clear and complete sentences, using the words they know	Portofolio, Teacher made test
E 3. Punctuation	9. Use a capital letter - after a full stop - at the beginning of a sentence - for the pronoun I - for the names of people	Checklist (Writing) Sample Capitalization and Punctuation Inventory games
	10. Use the full stop, question mark and exclamation mark appropriately at the end of sentence	
E 4. Spelling	11. Spell high frequency sight words at Grade level Spell one syllable words of three and four (CVC, CCVC, CVCC)	Sample Sight Word Assessment
	12. Use strategies for learning to spell (see Teacher's Guide)	Assessment of student Spelling of Common sight words; games quizzes
F) Attitudes & Interest	13. Show willingness to write independently	
	14. Show interest in working on their writing	Observation
	15. Use Standard English for their planned oral and written work/presentation	
	16. Show effort in learning to spell high frequency words	Observation

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
F) Attitudes & Interest	17. Persevere with using the writing conventions; - write clearly and legibly - write well-formed sentences and correct mistakes - use punctuation marks appropriately	- Portfolio